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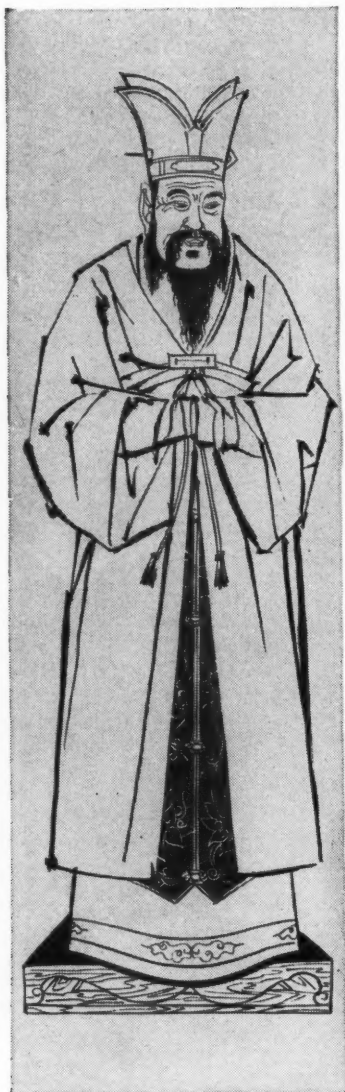
CTA *Journal*

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CALIFORNIA TEACHERS ASSOCIATION



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SEPTEMBER, 1954

Our New Covers

For the next few months our two-color Journal covers will feature the simple dynamic sketches of Les Landin. Landin, a sixth-grade teacher at Saratoga, contributed his first humorous cartoons two years ago and every edition since has carried his work. For the past year the Journal made his cartoons available to ten state teacher journals and three Canadian provinces.

This summer Les began regular weekly appearances on KQED, the new Bay area educational television station, with chalk-board talks on American history. He has completed work for NEA Journal and Educational Communications Service, providing his inimitable humor for all the state journals. He does a daily cartoon for the San Jose Mercury. In spite of a growing workload on the drawing board, Landin says teaching comes first in his life.

The design this month might be entitled "Will there be room enough?" as a distressed school principal notes the omen in the sky while the doors of his school open for an even greater horde of incoming students.

Vol. 50—No. 6

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Arthur F. Corey
CTA Executive Secretary

Interpretive Campaign Necessary on Proposition 2

Proposition 2 on November 2 is the third state bond issue for school construction to be submitted to the people since 1949. If passed, this issue will provide \$100,000,000 to be added to the funds available for allocation to school districts which are unable to finance their own necessary school construction.

Previous issues passed by an encouraging three to one majority and this proposal has the most widespread support ever enjoyed by any school proposition submitted to the voters of the state. It is, therefore, possible that Proposition 2 might carry if no campaign in its behalf were waged. Even if we could now be sure of the passage of this measure, it would still be essential that we carry on an intelligent campaign to give the citizens of the state the facts about the school situation in California. This campaign must be planned not only to guarantee passage of Proposition 2 but to lay the foundation of public understanding which will be necessary for the acceptance of other propositions which will undoubtedly be required two and four years hence.

This Campaign an Opportunity

The campaign for Proposition 2 presents another splendid opportunity to present the facts about our schools to the public. Printed materials are now on the presses to assist those who have opportunity to meet lay groups during the campaign.

The many statewide organizations which are supporting Proposition 2 and participating in the campaign will be anxious to assist in scheduling

discussions of this issue in their many local unit meetings.

Proposition 2 gives us a reason to talk about school growth and its many incidental problems. Every important lay group in the community should hear the dramatic story of the growth of California's school system and be made to feel some personal responsibility in meeting the challenges which it implies.

Organizational Support Impressive

Many influential statewide organizations have not only passed resolutions of support for Proposition 2 but are actively cooperating in planning and prosecuting the campaign. Among these are the California Congress of Parents and Teachers, California School Boards Association, California Farm Bureau Federation, California Real Estate Association and State Chamber of Commerce. Many other groups have taken action and still others will do so soon. These resolutions will be exploited in the press and facts about them will be made available to local committees.

School People Not Alone in This Effort

The unprecedented lay participation in the planning of this effort at the state level should result in a similar approach at the local level. School people will be called upon to assist and in many cases to lead, but representatives of the cooperating lay groups must be utilized. More detailed instructions will come to local leaders soon after this issue of the Journal reaches you.

A. F. C.



FROM THE FIELD

... statewide professional news

SCHOOL BOARDS AIM AT TENURE LAW

At the CSBA executive board meeting in June, three suggestions of the School Board Tenure Committee were outlined by Chairman Bert Levit: (a) repeal of Education Code Section 13583 providing dismissal of probationary teachers in districts of 60,000 or more ADA shall be for cause only; (b) hearings relative to dismissal of permanent teachers for cause as specified in the Education Code should be held before the local Board of Education under direction of a State Hearing Officer rather than in Superior Court. The decision of the board may be appealed to the Court; (c) a Board of Education should have the right to impose a penalty less than dismissal. Recommendations will be discussed by the executive board September 18, prior to presentation to the Annual Conference in Long Beach next month.

NEW CTA-SS BUILDING PROJECT PROGRESSING

CTA Southern Section's erection of a new headquarters building in Los Angeles is going ahead at full steam, with ground-breaking ceremonies planned for October. The building will be 5½ stories, occupying 60,000 square feet of floor space, one-half of which will be occupied by Southern Section. The remaining space is to be leased. The main floor will house a council room, a kitchen for catering service and banquets, and CTA-SS offices for economic and personal services. Second floor will include the Board Room, staff offices, state CTA representatives, and affiliated organizations. Total budget, including land and building, is estimated to be \$1,300,000. Expected occupation of the building will take place after opening of the 1955-56 school term. CTA-SS is asking members to make a \$3 or more investment in the building.

STATE CHAMBER STUDIES BUILDING ISSUE

Problems brought about by increased enrollment are being considered by the State Chamber of Commerce Taxation committee. The \$100,000,000 state bond issue (Prop. 2 on November 2 ballot) will provide classroom space where school districts are unable to finance construction. The committee has acknowledged that the need is apparent.

SHAKESPEARE ON THE AIR

Sixteen lectures on the writings of Shakespeare conducted by Dr. Frank C. Baxter, professor of English, USC, and aired over Bay Area Educational Television Association's station, KQED, are nearing their conclusion, with the final lecture to be given September 9. Baxter's original presentation over a Los Angeles station was eminently successful. One unit of academic credit is offered by Mills College.

KQED (Channel 9) telecast its first program April 30. Programs offered will include: arts and crafts, natural science, music, story-telling, history, good reading, and films.

CTA MEMBERSHIP CONTINUES TO GROW

State Council of Education increased membership by 22, according to CTA membership report of May 26. Council size is now 257, including 27 officers and board members. Total CTA membership as of June 30 was: Bay 17,905, Central 7,328, Central Coast 1,873, North Coast 1,021, Northern 5,876, Southern 34,329, Placement 761, Student 2,763, Life 113, Total 71,969. The 1953 total this date was 63,874.

EDUCATIONAL POLICY GROUP FORMING

Following announcement of the formation of the new CTA Commission on Educational Policy, Arthur F. Corey, state executive secretary, issued a call for nominations of qualified personnel to serve on the commission. CTA Board of Directors was expected to name the 14 members of the Commission before the December State Council meeting.

CALIFORNIA STUDENTS LEAD IN SCHOLARSHIP

A graduate student at the University of Southern California, Jerome Fluster, finds that California high school students win four times their share of awards in national scholastic competitions. The findings are the result of studies of fifty contests during the past five years, and would seem to indicate that California does the best job of preparing students for this competitive world.

CHANGES IN PLACEMENT PROCEDURES

Dr. Frank W. Parr, CTA Assistant Executive Secretary, announced these changes in teacher placement fees and procedures: (1) present placement fee reduced from 3 per cent to 1½ per cent; (2) a registration fee of \$5 to cover cost of candidate's professional file; (3) confidential papers of candidates sent out only at the request of employing officials of school districts and county offices. This servicing policy coordinates independent operation of the State office in San Francisco with the placement office set up in Los Angeles by CTA Southern Section.

DR. ALEXANDER J. STODDARD RETIRES

A teaching career that began in 1905 in a rural Nebraska school and led to superintendencies in Philadelphia, Denver and Los Angeles, ended with the retirement of Dr. Alexander Stoddard in May. More than 1000 teachers, administrators and distinguished educators attended the retirement dinner in Los Angeles.

Dr. Stoddard was chairman of the American Council on Education 1945-46, and a member of the U. S. Education Mission to Japan in 1946. He was president of AASA in 1935-36, chairman of the 1933 yearbook commission on educational leadership, a charter member of the NEA-AASA Educational Policies Commission, and chairman of that commission for 10 years.

TEACHER OF THE YEAR

Teacher of the year is Dr. Ethel Percy Andrus of Glendale, chosen by the National Congress of Parents and Teachers and the NEA. The National Retired Teachers Association, of which Dr. Andrus is president, concurred in the presentation.

EDUCATION, U.S.A.

..... national professional news

RACIAL INTEGRATION MAJOR PROBLEM IN SCHOOLS OF THE NATION

The U. S. Supreme Court's decision of May 17 outlawing racial segregation in schools became not only a major news development of the summer but touched off numerous educator conferences on the implications of the national problem of integration. Typical was a conference of 25 of the nation's leading anthropologists held at Carmel, California, in June, which concluded that "the leadership of mature and intelligent Southern women will contribute much to bringing the change about with disturbance at a minimum. Those who expect immediate changes must be patient."

Threat of major dislocation of public education in several Southern states was averted by deferring implementation of the ruling. Seventeen states have specific laws regarding segregation in schools and four more have permissive statutes. Additional pleadings will be heard by the Supreme Court this fall.

MAGAZINE EDITORS AND EDUCATORS CONFER

American educators and editors are closing ranks in attacking such issues as juvenile delinquency, how to help the schools do a better job, and the increasing needs of adult education, as a result of a Columbia University bicentennial conference held in New York June 14-15.

Nearly 200 educators and editors took part in the two-day meeting, the first ever to bring together top-level members of the educational and journalistic professions. The event was co-sponsored by the Magazine Publishers Association and the National Education Association.

A central theme voiced by the 25 speakers was that the schools and colleges on one side and the American free press as represented by magazines on the other, comprise an educational force unequalled throughout the world. To find ways of using this force in the best manner for the greatest good was stressed by Walter D. Fuller, board chairman of Curtis Publishing Company, as the main object of the conference.

Arthur F. Corey, CTA Executive Secretary (the only state secretary on the distinguished panel), spoke on "Preparing Youth as Tomorrow's Adults."

ALBANY CONFERENCE STUDIES TEACHER SUPPLY

More than 600 educators and representatives of civic organizations teamed up to work on action programs to bring the nation's lagging teacher supply into better balance with demand at the ninth annual conference sponsored by the National Commission on Teacher Education and Professional Standards (TEPS) of the NEA.

Participants came from every state and six foreign countries. California's delegation was the largest at the conference, held at the State University of New York College for Teachers at Albany, N.Y., from June 23-26. Chairman of the Commission is Dr. Lionel De Silva, executive secretary of CTA Southern Section.

ALABAMA TEXTBOOK LABELING UNCONSTITUTIONAL

A textbook labeling law passed by the Alabama legislature last year was declared void and unenforceable in June by the Circuit Court of Montgomery because it "... is in violation of the due process clause of the 14th Amendment of the Constitution of the United States" and because it is "unworkable, vague, and indefinite, unreasonable, arbitrary, and oppressive and, if enforced, would deprive the public schools ... of textbooks and the use of other books."

The controversial act had required publishers to insert a statement in each book stating that the author or authors of books cited therein "is not a known advocate of communism or Marxist socialism ... a member or ex-member of the Communist Party ... or a Communist-front organization."

UNESCO STRUGGLES WITH SOVIET ISSUE

United Nations Educational, Scientific, and Cultural Organization (UNESCO) loomed large in the news this summer. Soviet Union and two puppet states signed the UNESCO Constitution in May. "This is no time to reduce our interest or weaken our participation in the Organization," said Dr. George N. Shuster, president of Hunter College and chairman of the U. S. National Commission for UNESCO. The new Soviet role will be the chief issue at a Commission meeting in Milwaukee October 14-16.

MEN AND WOMEN IN HIGHER EDUCATION

Statistics of personnel in higher education for 1951-52, as released by the U. S. Office of Education, show: 1,832 institutions employing faculties of 150,041 men and 48,436 women and having enrollments of 1,510,650 men and 791,234 women. California figures are: institutions 125, faculties 13,707 men and 3,497 women, resident college enrollments 139,945 men and 75,853 women.

LET CHILDREN WORK AT 14?

"Much could be done to alleviate juvenile delinquency if youngsters who are unsuited for school and obviously unhappy were permitted to leave school for work at 14 years," Dr. Margaret Mead, eminent anthropologist and author, told the June convention of the National Congress of Parents and Teachers. The National Child Labor Committee immediately took issue with Dr. Mead, stating this philosophy is a "retreat from our democratic goal of a suitable secondary education for all American youth."

FUND GRANTS 236 FELLOWSHIPS

Fund for the Advancement of Education announced in May the granting of 236 one-year fellowships to college and university faculty members in the United States. Grants are designed to enable recipients to become better qualified to teach. Nineteen went to California instructors. The Fund's national selection committee included Dean Paul A. Dodd, UCLA; and the Rev. Wm. J. Dunne, USF.

OIL FOR EDUCATION BILL PROPOSED

An amendment to the Outer Continental Shelf Lands Act, S. 2763, provides that income from the nation's under-sea oil and gas deposits be used as grants-in-aid to education. Opposition to Sen. Lester Hill's proposal came from those who want the word "public" inserted before "schools" in the wording of the amendment.

NEA *IN* NY

. . . . teachers in convention

WARNING the nation that the crowded condition of the public schools is steadily worsening and that the shortage of qualified teachers is a major national problem, the National Education Association, in convention June 27-July 2 in New York City, reminded the public that it should do its duty for children.

At Madison Square Garden and at a score of big hotels, 20,000 teachers from all the states took part in a discussion of a wide range of educational subjects. They invaded the United Nations building and heard important statements about education and the UN.

Approximately 500 Californians traveled to Manhattan for the 92nd annual meeting and the 33rd representative assembly. More than half of this number were registered delegates; many took leading parts in councils and discussions.

Resolutions on Pay

Among resolutions adopted at closing sessions was one requesting Federal aid to the various states to help raise teachers' salaries. One also asked the country to recognize standard salary scales of \$4000 to \$9000.

The NEA condemned "those who advocate book burnings, purges, or other devices which are, in effect, an expression of lack of confidence in the integrity, loyalty, and good judgment of the American people."

Corey in Debate

One of the highlights of the convention was a four-way debate featuring Authors Arthur Bestor and Albert Lynd against Educators John K. Norton of Columbia Teachers College and Arthur F. Corey of CTA. The audience of teachers unmistakably showed that it had little patience for the critics who wrote "Educational Wastelands" and "Quackery in the Public Schools." Dr. Corey, CTA executive secretary, eloquently berated Dr. Bestor's "emotional, dangerous book," the product of "a mind turned on itself."

Distinguished speakers before convention sessions included Mayor Robert Wagner of New York, UN Secretary General Dag Hammarskjold, US Commissioner of Education Samuel



MISS WAURINE WALKER of Texas receives the gavel as new president of the National Education Association. Photo by El Aaron, N.Y.C.

Brownell, and Ralph Bunche, Deputy Secretary of the United Nations.

Joy Elmer Morgan, soon to retire as editor of NEA Journal and director of publications, was honored at the Notables Dinner of the Future Teachers of America. More than 20 past presidents of NEA were in the group honoring Dr. Morgan, who had founded FTA and had served the NEA for 34 years.

Miss Walker Elected

Waurine Walker, director of teacher relations and certification, Texas Education Agency at Austin, is the 92nd president of the National Education Association and the 20th woman to be elected to that office. She succeeds William A. Early, superintendent of Savannah and Chatham County Schools, Ga., who now becomes junior past president.

Her predecessors on the distaff side date back to 1911 when Ella Flagg Young, superintendent of Chicago Public Schools, was nominated from the convention floor in San Francisco and elected NEA president. Not until 1918 when Mary C. C. Bradford was elected president at the Pittsburgh convention were women nominated to the president's post in alternate years.

Miss Walker's official duties began with her attendance at the annual meeting of the World Confederation of the Teaching Profession which met in Oslo, Norway, July 31-August 5. Approximately 27 persons were in the NEA delegation, including William C. Carr, NEA executive secretary and WCOTP secretary-general.



Pauline Harris fills out her application to become a life member of NEA. She was one of many Californians who signed up during the convention. Photo by George Linn.

Another major assignment for Miss Walker will be to address the national convention of the American Legion in the nation's capital, August 31-September 5.

John Lester Buford, superintendent of schools, Mt. Vernon, Ill., was elected first vice-president.

NEA departments, commissions, and joint committees announced elections and appointments in connection with convention activities. Californians named to positions of responsibility included the following:

Californians Elected

Elizabeth Yank, elementary teacher, Marysville, re-elected secretary, Department of Classroom Teachers.

Ethel Percy Andrus, Ojai, re-elected president, and Alice Reiterman, San Marino, re-elected secretary, National Retired Teachers Association.

B. Lamar Johnson, professor of higher education, University of California, Los Angeles, vice-president, Association for Higher Education.

Clifford Bell, professor of mathematics, University of California, Los Angeles, board of directors, National Council of Teachers of Mathematics.

Albert C. Fries, University of Southern California, Los Angeles, executive committee, western region, United Business Education Association.

Robert E. McKay, assistant secretary, California Teachers Association, San Francisco, re-elected first vice-president, National School Public Relations Association.

Ralph E. Rush, chairman, Music Education Department, University of Southern California, Los Angeles, first vice-president, Music Educators National Conference.

Robert Stollberg, associate professor of science and education, San Francisco State College, president-elect, National Science Teachers Association.

Ruth Abernathy, professor, physical education, University of California, Los Angeles, president, American Association for Health, Physical Education and Recreation.

Francis W. Noel, chief, Bureau of Audio-Visual Education, California State Department of Education, Sacramento, executive committee, Department of Audio-Visual Instruction.

Eleanor Metheny, professor of education and physical education, University of Southern California, Los Angeles, vice-president for physical education, American Association for Health, Physical Education and Recreation.



Mr. and Mrs. David Conley of Oakland attend a general session. Mrs. Conley served as hostess at the California headquarters rooms; Dave is senior NEA director for California. In the background is Mary Jo Tregilgas of Compton, junior NEA director. Photo by George Linn.

W. H. Orion, Veterans Administration, San Francisco, vice-president for recreation, American Association for Health, Physical Education and Recreation.

Rex H. Turner, assistant superintendent of Oakland Public Schools, chairman, Legislative Commission.

Lionel DeSilva, executive secretary, Southern Section, California Teachers Association, Los Angeles, re-elected, National Commission on Teacher Education and Professional Standards.

J. W. Mathewson, assistant director, Institute of Transportation and Traffic Engineering, University of California, Los Angeles, re-elected National Commission on Safety Education.



CALIFORNIANS who attended the ninth annual conference of the National Commission on Teacher Education and Professional Standards, held at State University of New York College for Teachers at Albany June 23-26. Nearly 700 outstanding lay and professional leaders participated in the conference, which sought practical action programs to balance supply and demand for qualified teachers. Hague Studio.



Sinewing for Action

THIS is the time of year when the future of teacher welfare and that of public education are being fashioned by the faculties of California schools.

This is the time of year when every teacher in the State is asked to help forge a link in the ties of organizational unity which have meant so much to California education for nearly 100 years.

— MEMBERSHIP TIME IS HERE —

This is the time of year when the profession itself campaigns in the profession for membership in the California Teachers Association.

Already membership chairmen have been named in local areas and committees have been formed to conduct a campaign with the urgent plea that they "see every teacher."

Already materials to help in the annual campaign for membership have been sent out over the whole State.

These materials include:

1. A chairman's manual of instruction.
2. A two-color folder for every teacher in the State.
3. A two-color poster for display in school buildings, featuring benefits bought through CTA membership.
4. Information for speakers.
5. CTA news items for publication in local teacher bulletins.

Names of local membership should be sent promptly to section secretaries.

— MUCH TO BE DONE —

Committees should meet and make plans for complete solicitation of every teacher in the area.

Speakers should present the membership message to every faculty.

Many districts will find it advisable to organize

a special committee of trouble shooters for intensified effort in weak spots.

Building representatives should see to it that there is an all-inclusive distribution of materials to teachers, that posters are displayed, that all stages of the campaign are covered. They should arrange programs of welcome to new teachers, and explain to them the advisability of joining local, state and national professional organizations. This is of particular importance to teachers just entering the profession and to those who may be teaching in California for the first time.

— MEMBER OF A WINNING TEAM —

The record of California Teachers Association in promoting and protecting the cause of children, of teachers, of schools, is unexcelled.

The years ahead are fraught with peril unless the profession is sinewed to cope with the problems which are looming.

There will be a million more pupils in California's schools in 1960 than there are today.

To provide classrooms for all of them, California will have to build a 13-room school house every day for the next 6 years — and raise the money with which to pay for them.

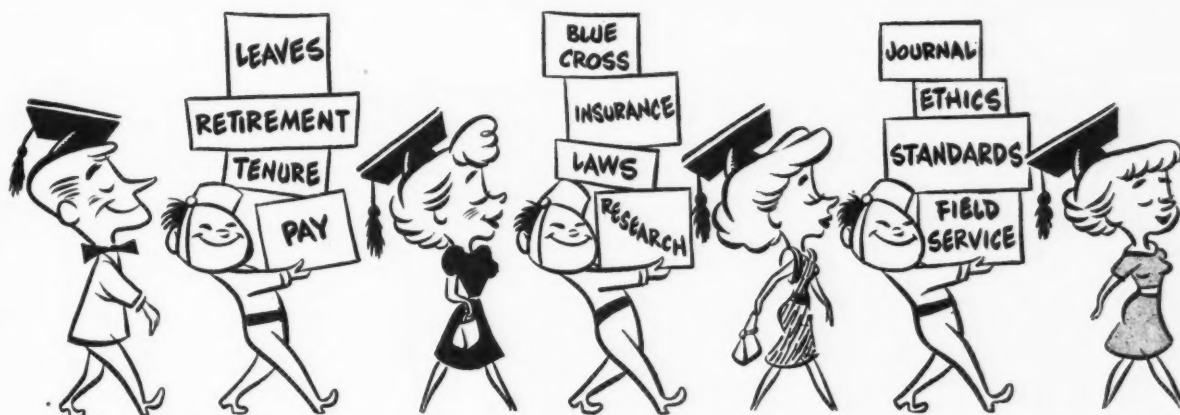
— GREAT GAINS ARE AHEAD —

To staff the schools 13,000 new teachers must be found each year.

The people of California have always looked to the organized teaching profession for advice and recommendations whenever school needs and school problems arise. They are doing so now.

The profession must maintain its position of prestige so that it will continue to be respected, so that it will continue in the position of leadership which it has held for so long.

Membership is essential to every one of the objectives.



CTA BENEFIT BARGAINS

*You Pay So Little
You Get So Much!*

The words above appear as captions on an attractive two-color folder being distributed this month to all teachers in California. The cartoon figures on these two pages are reproduced from the folder.

For the first time, voluntary enlistment on CTA's membership rolls is being solicited in printed material which contains no wordy text matter. The suggestion is conveyed lightly and humorously by means of a series of 12 stops at "bargain counters" at which various Association services are indicated by placard.

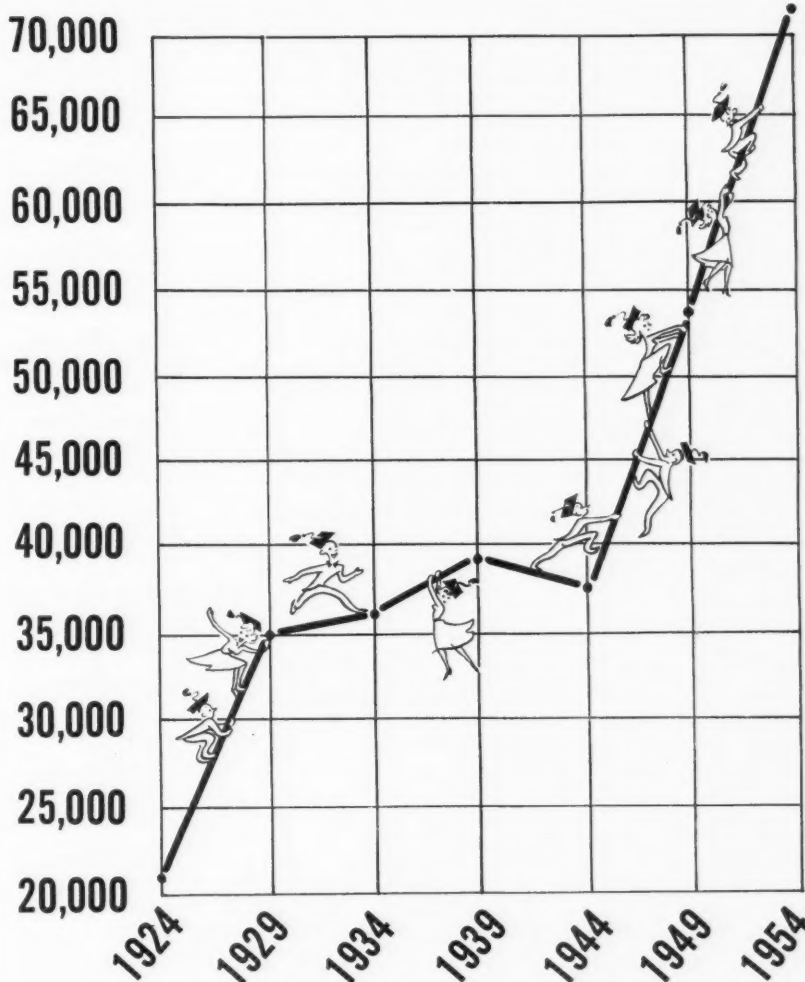
On page 10 are listed the "packages" waiting for customer pickup, all bargains which come with CTA membership.

Every teacher knows that the services and activities mentioned there are made possible by the combined energies and resources of the membership of California Teachers Association. Some represent the studies of standing CTA committees, backed by State Council action. Some are the benefits produced by full-time year-round effort of consultants and staff.

None of the "bargains" would be available without a State Association organized and dedicated to the service of the teaching profession.

The informed teacher "shops" not only at CTA bargain centers but goes on to find innumerable benefits at Local and NEA counters.

50,000 Teachers Can't Be Wrong!



California Teachers Association Membership Has Grown From 21,233 in 1924 to 71,969 as of June 30, 1954.

As California's population grew phenomenally in the last 30 years, it was to be expected that more teachers would be employed here. But there must be good reasons why nearly eight out of every ten certificated persons employed join the CTA! An attractive membership folder produced by CTA this fall describes some of those "bargains" which make professional membership imperative.

Calendar of Coming Events

September 11 — CSTA; executive board meeting, Los Angeles.

September 14 — Statewide Joint Committee on School Buildings; CTA Building, San Francisco.

September 15-17 — National Conference on Citizenship, Washington, D. C.

September 17 — **Citizenship Day.** Anniversary of signing of federal Constitution.

September 17-19 — CTA Northern Section; leadership training conference, Connelly's Inn Bijou.

September 22 — CTA Bay Section; executive committee meeting, San Francisco.

September 24 — CTA Central Section; budget committee meeting, Fresno.

September 24-26 — CTA Southern Section; leadership training conference, Camp Seeley.

September 25 — CTA Central Section; advisory committee meeting, Fresno.

September 27 — CTA TEPS Commission Meeting, San Francisco.

October 1-2 — National Conference, County and Rural Superintendents, Washington, D. C.

October 1-3 — CTA Central Coast Section; leadership training conference, Asilomar.

October 2 — CTA Classroom Teachers Department, Northern Section; better teaching conference, Chico St. Col.

October 2 — CTA Classroom Teachers Department, Central Section; executive board meeting, Fresno.

October 2 — CTA State Board of Directors meeting, San Francisco.

October 2 — CTA Bay Section; council meeting, San Francisco.

October 4-6 — National Conference on Rural Education, Washington, D. C.

October 8 — CTA Central Section; officers and committee chairmen meeting, Fresno.

October 8-10 — CTA North Coast Section; leadership training conference, Benbow.

October 9 — CTA Central Section; council meeting, Fresno.

October 10-15 — Association of School Business Officials of the United States and Canada, Los Angeles.

October 11-12 — CSTA Southern Section; leaders conference.

October 14-15 — American Council on Education; 37th annual meeting, Chicago.

Classroom Teachers Meet In Delaware July 5-16

The 11th Classroom Teacher National Conference was held at the University of Delaware, Newark, Delaware, July 5-16. Three hundred classroom teachers attended from 40 states, including a large group from California.

The theme of the conference, "Today's Teaching — Tomorrow's World," provided a program designed for classroom teachers to become informed on current educational problems; to develop leadership; to strengthen the work of classroom teachers in the local associations and state departments of classroom teachers, and to direct the work of the NEA Department.

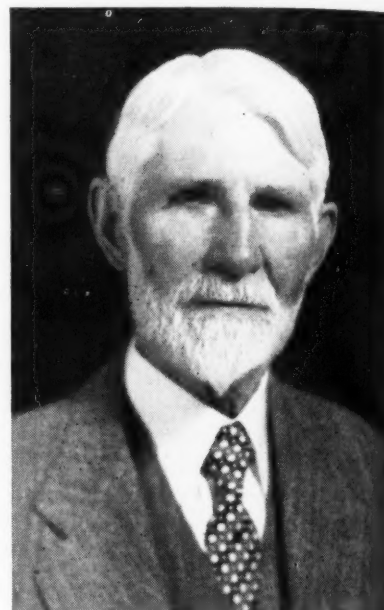
Landreth Dies

As the Journal was going to press, news was received that Verne S. Landreth, chief of the bureau of health education, physical education, and recreation of the state department of education, had passed away on August 7. He had also served for many years as executive secretary - treasurer of CAHPER.

F. P. Johnson Retires After 55 Years As An Educator

Few, if any, educators in California can equal the professional record of Frederic P. Johnson, who retired in September 1952 after 41 years as principal of Hayward high school and adult evening school. Now 89 years old, at the time of his retirement he held the distinction of the longest record of school teaching service, having completed 55 years in the profession.

Two years ago a community dinner honored Mr. Johnson. Community leaders who had been his former stu-



FREDERIC JOHNSON

dents paid tribute to his character. Hayward and Berkeley newspapers printed editorial praise, as well as pictures and letters of eulogy. One editorial concluded with:

"He reads without glasses and has a complete thatch of thick white hair. White bearded, straight-standing, mentally vigorous, he is impressive with kindness, humor, dignity, and a solid achievement gained from years of learning and service. He can retire from the school system but he cannot take with him the wealth he has deposited there."

When interviewed in June, Mr. Johnson said, "I was born in Maine, September 3, 1865. Life is interesting, home is blessed. The kind words of my many friends we sincerely appreciate."

CTA SECTION LEADERSHIP TRAINING CONFERENCES

Bay Section	October 22-24	Asilomar
Central Coast Section	October 1-3	Asilomar
Central Section	November 12-14	Asilomar
North Coast Section	October 8-10	Benbow Inn
Northern Section	September 17-19	Connelly's Inn Bijou
Southern Section	September 24-26	Camp Seeley

STATE AID RULED AVAILABLE ON HOME TO SCHOOL TELEPHONE

An article entitled "A Modern Miracle" by Mary Frances Martin in the May edition of CTA Journal was accompanied by a note stating that "state aid is not yet available for general extension of school-to-home communicating systems."

F. W. Doyle, chief of the bureau of special education of the State Department of Education, has informed J. A. Richards of Executone, Inc., that a recent ruling of the Department will permit attendance accounting and state financing of programs for homebound students using the special telephone systems.

Education Code Sec. 6904 provides that attendance may be counted for pupils "under immediate supervision and control" of an employee of the district. The home-to-school telephone system has proven so practical as an educational tool that it is now ruled that attendance may be counted for apportionment purposes providing a home teacher makes periodic visits to the homebound student. In addition an excess cost of not to exceed \$400 per pupil in A.D.A. will be allowed by the state for educating physically handicapped minors. This would compensate districts for employment of the home teacher, purchase of supplies, and rental of telephone equipment.

Pacific Telephone and Telegraph Co. makes an installation charge of \$15 on the simple two-way station and a monthly service charge of \$14.75 plus a mileage charge depending on the distance between school and home.

It should be added that the Department ruling on Sec. 6904 may be challenged and subject to further legal interpretation or modifying legislation.

SPEAKERS AVAILABLE

Dr. Frank Parr, assistant executive secretary and director of special services for CTA, has announced that speakers on the CTA Automobile and Liability insurance programs are available for faculty meetings and local teacher associations.

A letter, post card, or "collect" telephone call to the teachers' department of California Casualty Indemnity Exchange will bring a prompt reply. Address: 22 Battery Street, San Francisco 11, SUTTER 1-2600, or 417 South Hill Street, Los Angeles 13, MADISON 6-1461.



Nine standing committees and three commissions, operating as functional units of the State Council of Education, perform the most important work of the California Teachers Association. Shown above at the April Council meeting are the nine chairmen of committees. Front row, left to right, Vaught, Sessions, Jensen, Cruickshank, and Gustafson. Standing: Davis, Hodges, Ehret, and Dann.

Listed below are names and addresses with a schedule of dates of committee meetings for the rest of 1954. Scheduled meetings in addition to Council sessions will be announced at the beginning of the new year. Staff consultants may be reached at CTA Headquarters, 693 Sutter St., San Francisco 2.

FINANCING PUBLIC EDUCATION

Chairman: Paul Ehret, 17170 Esteban Street, Hayward

Staff Consultant: Dr. Oscar Anderson
Meeting Dates: October 30, December 3.

LEGISLATIVE

Chairman: Erwin Dann, 2348 Mariposa, Fresno

Staff Consultant: Robert McKay
Meeting Dates: October 16, December 3.

RETIREMENT

Chairman: J. Allen Hodges, Education Center, Park Blvd. at El Cajon, San Diego 3

Staff Consultant: Mrs. Louise Gridley
Meeting Dates: October 30, December 3.

TEACHER EDUCATION AND PROFESSIONAL STANDARDS

Chairman: Myrtle Gustafson, 5680 Oak Grove Avenue, Oakland 9

Staff Consultant: Charles Hamilton
Meeting Date: December 3.

YOUTH ACTIVITIES AND WELFARE

Chairman: Mrs. Ruby Cruickshank, 4525 Finley Avenue, Los Angeles 27

Staff Consultant: Walter Maxwell
Meeting Dates: November 6, December 3.

INTERNATIONAL RELATIONS

Chairman: Jane L. Jensen, 3340 Truckee Way, Sacramento

Staff Consultant: Mary A. Ball
Meeting Date: December 3.

MORAL AND SPIRITUAL VALUES

Chairman: Mrs. Marjorie Vaught, Box 426, Pismo Beach

Staff Consultant: Arthur F. Corey
Meeting Date: December 3.

SALARY SCHEDULES AND TRENDS

Chairman: L. Donald Davis, 301 Edgerton Drive, San Bernardino

Staff Consultant: Dr. Kenneth Brown
Meeting Dates, October 30, December 3.

TENURE

Chairman: Jennie Sessions, 108 N. Hillcrest Blvd., Inglewood

Staff Consultant: Dr. Garford Gordon
Meeting Dates: September 16, December 3.

ETHICS COMMISSION

Chairman: Miriam Spreng, 1257 Moana Drive, San Diego

Secretary: Harry Fosdick
Meeting Dates: as required.

NEA RELATIONS COMMISSION

Chairman: David J. Conley, 104 Via Madera, San Lorenzo

Meeting Date: December 2.

T E P S COMMISSION

Chairman: Myrtle Gustafson, 5680 Oak Grove Avenue, Oakland 9

Secretary: Charles Hamilton
Meeting Date: September 27.

CHECK-LIST

After reading the timely message on pages 8 and 9, check the list below of the 12 "bargains" suggested in the CTA membership brochure.

Incidentally, there is nothing flip-pant or even humorous intended in this presentation. The professional gains made by California teachers have resulted from serious, determined, and intelligent united action. To perpetuate and extend these gains, individual participation in the one great state organization of teachers is essential.

Here is a partial check-list of some of the gains and professional benefits which come with CTA membership:

PROFESSIONAL GROWTH—The teacher wins new respect as professional ethics and self-direction improve.

RETIREMENT—Every teacher dreams of the time when he may sleep late and escape the demands of the classroom.

SALARIES—Economic rewards of teaching are possible only through the united action of all teachers.

LEGISLATION—What law-makers do with education bills in Sacramento depends on the action of educators who are informed and able.

FIELD SERVICE—The organizational and professional assistance of a competent staff of field representatives makes the teacher's life easier.

RESEARCH—Assembling the facts and presenting them in detailed and practical form are essential to the efficiency of organization.

SICK LEAVE AND BLUE CROSS—The financial load of injury, sickness, or other disability is lightened by special welfare provisions for teachers.

ETHICS—Finding the right and wrong of personnel problems growing out of teacher relationships establishes safeguards.

INSURANCE—Automobile accidents can be costly but the Association-sponsored program saves substantially in premium costs.

JOURNAL AND PUBLICATIONS—The monthly magazine and other printed aids is a real bargain in communication, enlightenment, and inspiration.

TENURE—Job protection for teachers can be effective only when the group maintains vigilant guard on recognized legal rights.

LEGAL SERVICE—When the teacher faces a legal problem involving professional principles, protection is immediate and competent.

" . . . So We Picked Up Crystal

Estimating housing needs for California's overcrowded system of schools is not a mystic process. Here is some evidence that guesswork and legerdemain have no part in the careful charting of population trends.

THE presence on the November 2 ballot of a new State bond issue for school building aid, this time for \$100,000,000, reminds us that we once made some predictions about the future of California's school population, the need for new buildings and teachers, and the probable magnitude of the State's financial assistance to school districts. In fact, school administrators almost everywhere have had to assume in the past few years the risks of forecasting, and numerous studies have been made by districts in order to support their requests for bond issues, state aid, or special taxes.

Have the predictions turned out to be good? Have we justified the faith in these figures expressed by the many citizens who have voted this money for expanded school facilities? The answer is "yes" in most cases. With occasional individual exceptions, our prediction techniques have stood the test of at least a half-dozen years of actual growth. The record will substantiate the further requests we shall inevitably be making, of which the November bond issue is one. Examination of a few instances may suffice to bear out the contention.

Predictions Valid

It is easier to predict for a very large region. The many shifts in population which can steadily upset local estimates tend to cancel out each other on a statewide or national level. We might expect our best forecasting, then, to be on such levels. However, it is also true that some of the very significant factors which quickly affect population growth can be seen closely in a local area, and such data are slow to accumulate on a state total basis. An example would be the plans for new housing subdivisions, or cancellation of such plans.

We should not be surprised to find that local forecasting, when painstakingly done, can be very good. Even so, it is well to remember that all such looking into the future is very heavily biased by assumptions of one kind or another, assumptions as to the continuance of what are judged to be past trends.

In the summer of 1948 the CTA Research Department, for the Cooperative Committee on School Finance, made a state enrollment forecast as far as 1960. At the same time it conducted a survey of California's school districts to obtain information on estimated school housing needs. Putting the several factors for growth in an optimistic pattern, we came up with a prediction of 2,824,000 in public elementary and high schools by 1960. Junior college and adult education would be added to this figure.

Top Two Million Mark

It has been interesting to follow the actual enrollment reports between 1948 and 1954. To date, the high estimate of our study has not been exceeded by reported enrollment, but the gap is slowly closing. Whereas the forecast indicated for 1953-54 a likely total of 2,287,450, the actual enrollment in Grades K-12 on October 31, 1953, was 2,131,259, and on March 31, 1954, was 2,140,079. This 1948 forecast assumed that birth rates in California would steadily decline after 1946 until a leveling off at perhaps 1958. Californians have consistently ignored this assumption, so that during 1953 a provisional total of resident births close to 295,000 was noted, the highest on record.

The Office of Population Studies of the State Department of Finance, under Dr. Carl Frisen, has been taking these most recent birth data into account in its forecasts. Its April, 1954, release

Up the Crystal Ball"

Kenneth R. Brown

CTA Director of Research



actual enrollments will not be found in grade-by-grade comparisons, but the value of the predictions as a total estimate is obvious.

In a doctoral dissertation at Stanford University, Superintendent Roy M. Laugesen of Mill Valley has critically examined the enrollment forecasting in a number of elementary districts in the Bay Metropolitan area.

The San Rafael city schools achieved the following results with their procedures for estimating elementary grade enrollment:

	Estimated October Enrollment	Actual October 31 Enrollment
1950-51	1591	1538
1951-52	1778	1772
1952-53	2021	2012
1953-54	2363	2272

In his own Mill Valley elementary district, Dr. Laugesen reported successful enrollment prediction as follows:

	Projected Enrollment	Actual Enrollment
1948-49	1400	1366
1949-50	1600	1506
1950-51	1642	1662
1951-52	1683	1827
1952-53	1969	1989
1953-54	2252	2237

Similar successes, not necessarily so uniform as the examples given, were reported in smaller districts as well. It was apparent that where careful and continuous work was done, procedures gave satisfactory results.

Estimating the number of future pupils is even simpler than trying to estimate the dollar cost of a future building program. Each pupil is a fairly stable unit of school need. Some pupils will drop out earlier than others, some will progress rapidly, others will come into and out of the school population after age 16 as the employment situation varies. We are dealing, nevertheless, with a rather definite number. But the total of dollars to be spent for public schools will vary considerably with changing ideas about the educational program to be offered, by sharp fluctuations in the cost of building ma-

has given an estimated 3,193,400 as the elementary and high school enrollment for 1960. For every 100 elementary pupils in 1953, it foresees 146 in 1960; for every 100 high school pupils in 1953, it predicts there will be 164 by 1960, and 212 by 1965.

Local school districts have in many instances been remarkably successful in estimating enrollments for a few years ahead. Carl R. Quellmalz, of the Oakland city schools, has followed closely the course of enrollment growth in that city during the 1940's and since. A 1945 forecast made the following estimates for 1951, with the success indicated:

	Estimated February, 1945	Actual February, 1951
Grades		
K-6	31,004	30,544
7-9	9,465	9,278
10-12	8,880	8,839
	49,349	48,661

A 1951 study projected a total enrollment of 52,288 for February, 1954; the actual enrollment turned out to be 54,276. Oakland also makes annual revisions of its figures within the frame-

work of its longer range estimates. A February, 1953, adjustment for the present year produced an estimate of 54,657, to be compared with the 54,276 actual enrollment noted before, a deviation of less than one per cent.

Local Study Successful

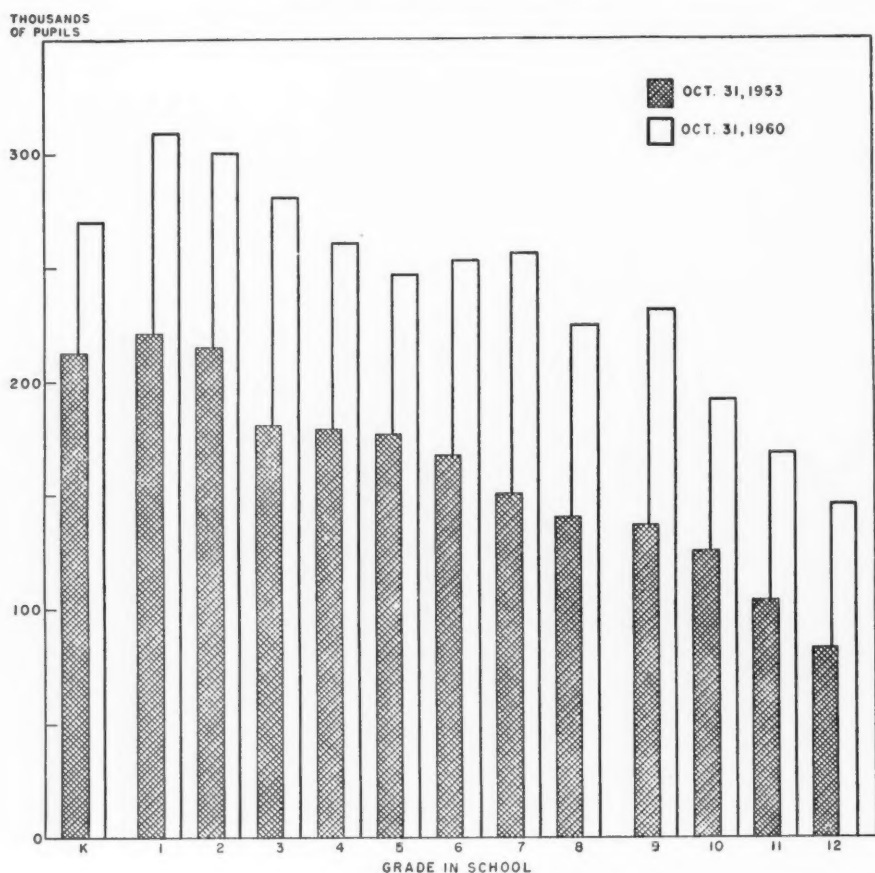
The city schools of Alameda have developed local data into an enrollment prediction method with recent successful results. Louis G. Brandes reports the following results for predictions made in 1950-51:

	Estimated for 1952-53	Actual Fall 1952
Elementary	8,417	8,395
Secondary	2,129	2,109
	10,546	10,504
	Estimated for 1953-54	Actual Fall 1953
Elementary	8,737	8,703
Secondary	2,335	2,286
	11,072	10,989

The above figures are based on October enrollment estimates and October 31 enrollment survey, reporting to the State Department of Education.

The closeness of the estimates and

GRADED ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
AS REPORTED IN 1953 AND PROJECTED TO 1960



—California State Department of Finance

terials, by degrees of local pride in the appearance of the school, by the real limitation of local bonding capacity, and by the general opinion as to the number of dollars available to be spent for this purpose. To make estimates of school building costs it is necessary, again, to make assumptions as to cost standards and building criteria which will be used finally in multiplying by the estimated number of pupils to be served. Such standards were used in the 1948 survey and produced an estimated total need for State aid to distressed districts by 1954 of \$446,150,000, based upon the unforeseen needs of local districts as reported by them. A 1952 estimate by State officials set the 1954 need at \$443,180,000. It was such total estimates to which State Finance Director James Dean referred in advance of the 1952 Legislature, when he said, "These estimates now appear to have been close to being correct." The special session of the Legislature in the summer of 1952 proposed the \$185,000,000 bond issue

which the people affirmatively voted in November, 1952.

Nearly Half Billion Spent

The bond issues of 1949 and 1952, plus the original State grants of 1947 and 1948, have produced to date a total of \$490,000,000 of State school building aid. Meanwhile, as noted above,

Californians and the thousands of new arrivals from out of the State have gone on establishing new birth records year after year.

We still need for some time into the future to place reliance on the enrollment and cost forecasts which are taking these current trends into account. We are convinced that these have proved reliable enough, when done by a conscientious administrator using a sound technique, for public confidence to be expressed in the resulting local and State bond issues.

Based on Reliable Estimates

The \$100,000,000 State school building aid bond issue on the November ballot is being proposed because there is no doubt that beyond October, 1955, when the 1952 issue will have been allocated, there will still be an unmet need for hundreds of new classrooms in scores of districts at the end of their local bonding capacity. There may be other longterm partial answers to the housing problem—such as district reorganization, extended day plans, changes in bonding and taxing limits, increased school plant utilization, lease-purchase plans, and so on—but if we wait for changes of this nature, we shall fail to have classrooms for the thousands who are now annually seeking admission to the schools.

The October, 1953, enrollments in the regular day classes exceeded October, 1952, enrollments by 158,000. The gain for 1954 will be closer to 165,000. The cycle of school building construction is taking about two years from initiation to occupancy. We must begin in 1955 on the planning and financing of the buildings pupils are to enter in 1957. Passage of the \$100,000,000 bond proposal on November 2 is one of these first necessary steps.

SCHOOL enrollment estimates, as described in the article above, provide adequate support for the conclusion that California school districts will urgently need continued state aid if classrooms are to be provided for thousands of youngsters. A statewide election campaign is now being launched, to continue through September and October, aimed at increasing public awareness of the urgency of a favorable vote on the November ballot. As usual, members of the California Teachers Association will cooperate in the campaign. Information will be available from city and county chairmen. The theme will be "Yes on Two."



In a demonstration at its home auditorium, an Escondido elementary school competence team prepares to answer a quiz before an adult audience. On the wall overhead is a mural created by sixth-grade art students. Mr. Joseph Butler, arithmetic teacher, stands at the right.

COMPETENCE TEAMS OF ESCONDIDO

WHEN a group of eighth graders stump a team of college students in a quiz on processes in democratic government, the event makes news.

When newspaper reporters cover a demonstration of elementary students before a college audience, they often become hopelessly confused when they try to describe the details of atomic structure and nuclear fission which the youngsters discuss with ease.

The story of the competence teams from the elementary schools of Escondido has become national news.

"Escondido's Whiz Kids" create an illusion of a phenomenal concentration of mental genius in a hill-rimmed community of San Diego county combined with a deliberate adult effort to confound the critics of public education

with a spectacular public relations gesture. The teams prove to be neither.

One Man's Theories

Having seen an Escondido competence team in action at the AASA convention in Los Angeles and having read numerous reports of the miracles being wrought, I went to see the man responsible.

C. Delmar Gray has been superintendent of Escondido union school district for 20 years. His philosophy of education is half the story. The development of his educational theory into a program of intellectual challenge to young minds is the other part of the story. They are inseparable halves; one could not thrive without the other. The full story must combine a description of a man and his thoughts with an

account of his competence teams in action.

Man of Many Skills

Gray is a lean, bronzed man with the hard hands of a laborer, the thoughtful gaze of a scholar, and the clipped, direct voice of a forceful speaker. An enthusiast who knows his subject, he speaks rapidly and at great length, with sweeping flights of pedagogue.

But the educator is not a pure theorist. For many years he operated a citrus orchard business in addition to his school duties. Last year, as district governor of Rotary International, he delivered 65 major addresses over the western states. He is a horticulturist of wide interests and an orchidist with a prize-winning reputation. The carved



C. Delmar Gray, superintendent of Escondido union school district, has a hobby of floriculture. He is shown here with one of his prize gloxinias in the greenhouse at his home. He also cultivates orchids.

bust on his mantelpiece, made from an avocado tree he grew and seasoned, marks him as a craftsman and artist of exceptional skill. He learned to weld when he found it necessary to build a steel-framed hothouse for his expanding nursery. This evidence of broad interests and numerous skills is the key to his educational theories.

Summarizing, Delmar Gray's philosophy shapes something like this: We reach maturity when capacity and demand are equal. There is no intelligence without function. In music and athletics we have areas of expression which provide incentive in demonstration of skills. But what incentives can we create for the boy who would excel in arithmetic?

Incentive Is Necessary

Society and the culture determine the minimum standards of acceptance. These essentials are imposed with or without the consent of the individual. One who attains minimum standards reaches mediocrity and one who fails is rejected by society. Therefore, achievement above mediocrity must come from incentive other than social compulsion.

Having satisfied himself of the logic of these hypotheses, Gray then sought a means of stimulating voluntary effort. He reasoned that it is necessary to offer rewards, that in a democracy, reward is honor with status and recognition in proportion as one rises above levels of exterior compulsion. Schools tend to organize and operate by compulsive methods arising out of compulsory attendance. The right to earn honor may therefore be slighted.

Student competence teams, the superintendent thought, would offer an opportunity for high-level skill tasks above the compulsions required by society. About four years ago he outlined his thinking to teachers on his staff and invited their cooperation.

The first team to be organized was for rapid mental arithmetic and short calculations. The teacher who wished to sponsor this group announced that pupils could report before school. Nearly 100 volunteers showed up. The teacher used elimination tests and encouraged practice sessions before and after school. The resulting team of eight or ten youngsters was immediately popular before adult audiences, appearing before service clubs, community groups, at several colleges, and on local and national radio and TV shows.

The science team, an outgrowth of performance, has included several eighth-grade students who work at college level. The team has made many college demonstrations and took its science display to the fall conference of the California Audio-Visual Education Association.

Geography and social studies demonstration groups in the fourth and fifth grades include whole classrooms. Because of their age, students are not used for demonstration outside the community.

Eager to Make Teams

Team members must maintain adequate standards in all "compulsive" school work in spite of their desire to perform voluntarily and frequently in the subjects on which they have specialized. The competence teams have demonstrated to Gray's satisfaction that incentives have been created for superior learning in all subjects.

But doesn't this program tend to encourage the gifted child and discredit the average student? I asked. Strangely, Gray pointed out, the high I.Q. students do not fare well on the teams. Average I.Q. (for what it's worth, he added parenthetically) of team members is between 100 and 120. Two students who approached genius rating made teams. One performed well and one lost his place for failure to work. Partial explanation may be found in the fact that the superior student normally will not study and practice and work to obtain the rewards of recognition while the average student has much to gain by diligent self-imposed effort.

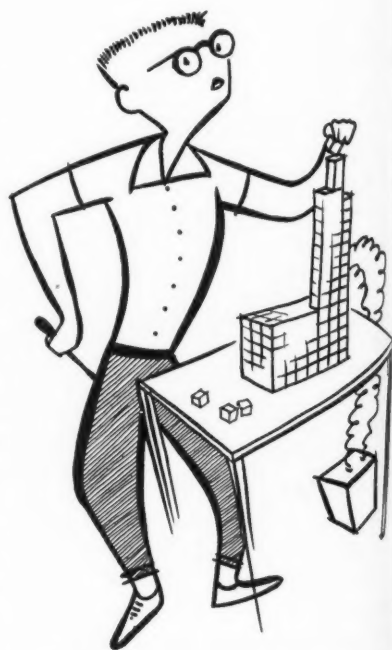
A team practices on a field of knowledge in which it specializes. Quiz questions directed by the teacher, in the manner of the famous Quiz Kids radio program, is a method frequently used. Sometimes questions from the audience sharpen both the audience appreciation and team alertness. Memorization is discredited. New sets of questions are used by teachers before each demonstration.

Is any evidence available that the team work has created better citizenship among students, or better college preparation, or better job adaptability? Not yet, Gray answers. The competence teams have been in use at Escondido only four years. In another future generation it might be possible to trace direct educational benefits. At present Gray knows that his elementary students are eagerly seeking places on the teams and he is confident that his theories of social demand and incentive are being confirmed in practice.

Learning Is Emphasized

While the educator would prefer to emphasize learning rather than teaching, he points out that the teacher must have a high level of skill, creativeness and enthusiasm. Any teacher who sets out to make a genius of every dull student is headed for frustration. But the teacher must respond to a real challenge to create inspiration and generate among students a self-enthusiasm.

It is not possible, Gray believes,



With a set of homemade cubes, a boy demonstrated a scientific theory necessary to understanding of atomic fission . . .

for a teacher to compel a voluntary achievement. A teacher may not make the social requirements within a culture. Society says a student need not necessarily excel in science. Yet we need trained scientists. The student, in order to become a recognized expert in science, must find his place voluntarily, without compulsion from the teacher or the adult society the teacher represents.

Pupil response to the competence team program has been excellent.

They Work Overtime

During the month of February 1952 Gray counted 1230 pupil hours of work in classroom situations outside of normal school hours. This team work was entirely voluntary. Teachers noticed that pupils would wait at the classroom door in the morning. Frequently they had to shoo the eager ones out of the room in order to go home for dinner at the end of the day.

Last spring a group of seventh graders called on the science teacher to learn what the science course projects would be for the coming year. They wanted to gather material during the summer in order to improve their chances of winning a place on the competence team in science.

Unexpected Capacity

One boy who had been regarded as unusually dull brought to school a battery he had made in a penny match box. The next week he made a wet-cell battery. He demonstrated that his ingenious "inventions" would produce electricity. Gray commented that we know many students will rise from average performance but we never know who or when.

Another boy, a non-reader, demonstrated an unusual interest in radio. After absorbing all the teacher could tell him, he mastered the contents of a college radio technician's handbook and was able to demonstrate clear understanding of a highly technical subject. From some source the boy found inspiration (which remained mysteriously untraceable) to master a field his teachers were sure he could not understand.

A nonacademic student volunteered to give a demonstration of the ratio of surface area to volume essential for fissionable material in atomic chain reaction. He figured it out from a set of one-inch cube blocks at home. With a device of his own creation, he dem-

onstrated that decreasing the ratio of area to volume will produce a critical mass. Everybody had said for the seven preceding years that the boy was retarded or subnormal.

Gray has been asked whether pressure situations such as the drill teams create tension that do damage to children. He answers that he has no data. He mentions a girl on an arithmetic team who has been often absent because of illness. But in her present eighth grade class her health is much improved over former years and her parents are immensely proud of her place on the team.

Weather Station Outgrowth

Some of the students became interested in meteorology. They asked the science teacher how they could study weather. They secured some discarded instruments and set up a weather observation station. Gradually, as they discovered minimum standards for official readings, they improved their equipment without expense to the school. Accurate readings are now taken twice a day, one for the local newspaper and one for nightly announcements on a San Diego TV telecast. This student-inspired project is useful to the community, helps develop individual sense of responsibility, and is a direct product of competence team incentives.

In the school auditorium are five great framed murals permanently placed on the walls. All were created by elementary art classes. Painted scenes depict astronomy (nearby Palomar observatory), the atomic age (a modern visualization of technology and the Bomb), agriculture (citrus groves on familiar surrounding hills), and irrigation (ditches and sprinklers in a believable composition). But the amazing display is a fresco made of an estimated 4,000 pieces of closely-fitted colored tiles. The scene is Father Neptune surrounded by dolphins and the symbols of his home in the sea. Art students each produced individual sketches from which the class selected the project design for the year. Then combined talents created the large murals under the teachers' guidance.

Many Incentive Variations

The latter examples are illustrations of the multiple variations which "competence teams" may encourage. They illustrate Gray's strong conviction that incentives and approval must be made apparent, and that enthusiasm and

good will are the major contributions which a teacher can offer in an educational unfolding.

Deliberately skeptical, I voiced a criticism which I had heard in various parts of the state. Are these competence teams a deliberate attempt to develop good public relations for the schools, to win school bond elections and beat down the critics of public education? Gray smiled self-consciously, as though accustomed to this reaction. It is true, he said, that his district has never lost a bond election but that may be due to an enlightened sense of public responsibility. "Public relations are an indirect result of our method, not an end in itself. Our children acquire a specific proficiency at high school or college level, normally above the level of our adult audiences. This creates approval of our program and special acclaim for the students as individuals. The performances prove to be convincing educationally."

Critics in Escondido? It is not possible to communicate to all interests of the community, Gray believes, nor does he expect to find complete public acceptance of his program. But he has learned from experience that parents are well pleased with their schools and they pass bond issues . . . probably because the superintendent, the teachers, and the students have won the wholehearted respect of the community.

—J. Wilson McKenney
Editor, CTA Journal

. . . students interested in meteorology built a weather observation station which regularly serves a newspaper and a daily TV telecast.



FUN WITH CLAY

Here are some simple directions for selecting and processing materials, modeling, firing, and glazing with inexpensive California clays.

Mary-Margaret Scobey

We numbered the various clays for the sake of identification, then divided them so that two groups of teachers could work with each kind. One group prepared the clay by what was termed the "dry method" while another used the same clay and prepared it by a "wet method."

Various Methods Employed

Those using the dry method pounded the clay with wooden mallets until it was in powdered form. We borrowed a series of screens with graded mesh from the local agriculture office, and used them to reduce the clay to very fine particles and to remove other foreign matter. When the powder was sifted through an 80 or 100-mesh screen, we considered it ready to moisten with water. Gradually we added water to the powdered clay until it was of a consistency to be wedged. (That is, all particles holding together, but not wet enough to stick to the hands of the worker.) The teachers found that if some of the dry powder was kept separate from the moistened mixture, it could be used if too much water was added. Frequently this dry powder was needed as flour is added to biscuit mixture to achieve the proper consistency. This total process took less than an hour with the dry method, though we encountered some inconveniences as to noise, dust, and energy expended.

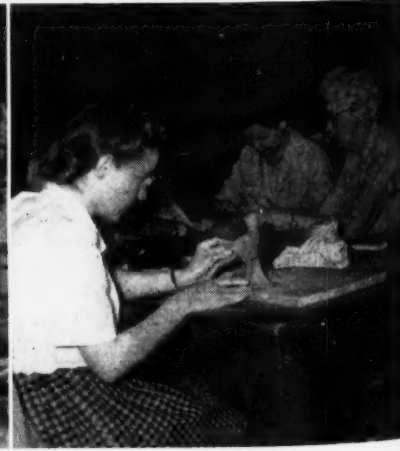
Wet Method Takes Longer

The wet method took considerably more time for preparation, several days, in fact. First we broke up the clay, then dissolved it in a large quantity of

AS part of a course emphasizing industrial processes, a group of teachers last summer made extensive experiments with natural clays, and had fun doing it. Their interest was aroused when it was found that clay beds existed in the area of the San Francisco State College Off-Campus Summer Session in Modesto.

To explore the possibilities of using natural clays in the elementary classroom, the teachers first examined clay to find its peculiar properties: fine, minute, dust-like particles when rubbed between the hands, and plasticity when moistened. The teachers made inquiries and soon several clays were discovered and brought to class. We found three shades and consistencies of red clay on the road to Sonora, east of Knight's Ferry. We found a gray clay near Tracy. One of the teachers discovered a coarse brown clay on her farm near Modesto.

STEPS IN CLAY MODELING are shown in pictures from top to bottom and left to right: first, screening clay in the dry method; second, screening in the wet method; third, drying the screened clay; fourth, learning how to "wedge" clay; and fifth, modeling.



water. (At least twice as much water as clay.) This solution we then screened several times to remove foreign particles and to reduce the clay particles to the proper size. Teachers exploring this method found that many large containers were necessary, much newspaper helpful, and clothing covering essential. However, they did feel that careful planning and organization of the procedure would provide children with a successful experience and not too much mess or discomfort in the classroom.

After the mixture was screened, it was set aside so that the clay would settle in the water, leaving a clear fluid at the top of the bucket or jar. In the classroom this would take several days, the water being siphoned off each day as the clay settles further. The clay then can be poured onto plaster bats and allowed to harden to the right consistency. In this summer class there was less time, so on the second day the teachers hastened the drying process by spreading the clay on many newspapers in the hot sun. Within a couple of hours the sun and the newspapers had removed enough moisture from the clay mixture so that the plasticity was right for wedging.

Ready for Modeling

The next step was the modeling. We used a variety of methods to produce the sort of article desired. Those who were interested in kindergarten or primary grades made simple animals or small bowls by shaping a ball of clay with the thumb and fingers. We made the bowls by pushing the thumbs into the ball and developing the center of the bowl by pressing the thumbs toward the fingers on the outside of the clay. The head, ears, and tails of a small rabbit or cat were pulled from the original ball of clay and fashioned into the desired shape with the fingers.

Pottery Making Studied

Teachers interested in the Indian method of making pottery built bowls by the coil method. First we rolled a small piece of clay on a clay board with the hands to make a roll about $\frac{3}{4}$ of an inch in diameter. This was coiled in a tight ring to make the base of the bowl. As each section of the coil was placed against the former section, it was smoothed and welded to the former piece. When the base was finished the coils could not be distinguished. Then the sides of the bowl were added to the top of the base, each coil being carefully welded to the base or to the

lower coil. This smoothing process, or welding, avoids cracking when the dry clay is fired.

Some teachers made simple ash-tray type receptacles, some made free form articles, and others made simple figures. The choice of the model seemed to depend on the teacher's previous experience with clay or the way in which she wanted to use it with the children of her particular class.

After the pieces were modeled to satisfaction, we put them away to dry. At this point we found the greatest difference in the various clays. Because the weather was hot and dry, the pieces were covered with damp cloths and put away in closed cupboards to dry slowly. The gray clay dried quite easily and very well. The red clays tended to dry too rapidly and some cracked more than others. Most of the red clays were finally dried so they could be fired, but some had to be repaired several times. (The piece was moistened, and a mixture of water and clay forced into the crack and smoothed until all was welded together.) The

kiln is not available in a school, children can decorate the pieces as they harden. Therefore some teachers finished the pieces by painting Indian designs with opaque water-base paints. These finished products will break easily and will not hold water. Other teachers simulated a hard finish by painting their pieces with enamel paints. The enamel toughens the clay somewhat, and sometimes makes it waterproof.

Most of the clay pieces were taken to a professional to be biscuit-fired. With the pieces made of natural clays were some that had been made of commercially prepared clay because we wished to compare the results between the two kinds of clay. Both the natural clays and the commercial clay came through the biscuit firing without exploding or breaking in the kiln. Any cracking of the pieces during the firing occurred in both and apparently were not due to the consistency of the clay, but to the inexpert welding of the coils. The most amazing result of the biscuit firing was that the one brown piece of clay resulted in a beautiful, brilliant red!

Modeling with clay can be educationally rewarding for elementary children. But to give the ancient Indian craft a modern setting may require teacher's careful preparation. Here are some suggestions which will take out the guesswork and improve the product.

brown clay gave the most trouble of all because it would not dry without cracking. Of all the pieces modeled, only one was dried successfully enough to be fired, and this one was taken home so that the teacher could watch it more carefully during the afternoon and evening. Later another piece was made out of brown clay and dried without cracking: in this case the teacher put the piece down in the cool basement of her house to dry. There seemed to be no difference in the drying results between the clays prepared with the dry method and those prepared with the wet method.

Firing With Kiln

Some clay bowls were not fired but were finished without firing. When a

There were very little change of color in the other clays.

After the biscuit firing, the pieces were ready to be glazed. Though there are some glazes available which require only one firing, it was thought better, in using the natural clays, to biscuit-fire first in case any should explode. Such breakage is unimportant because the breaking particles will not damage other pieces. If a piece should break in the gloss firing, the broken parts are liable to stick to the molten glaze of another model, and spoil it.

Glazing Is Important

Several kinds of glaze were used. Both transparent and opaque were tried, but the nicest results were with the transparent cream glaze over a bril-

liant red clay. Some teachers wanted to use a completely colorless transparent glaze on their red clay, so we purchased one. It was later found that this glaze, for use on porcelain, was not suitable to our work. One ash-tray glazed and fired with it resulted in large lumps of glaze unevenly collected on the surface of the piece. The opaque colored glazes gave excellent results. Except for unglazed portions on the bottoms of the pieces, one could not tell these finished pieces from those made with commercial clay.

From this series of experiments the group of teachers learned much to help them in the classroom. There seemed to be little difference in the results whether the clay was prepared by the dry or wet method. Those prepared with the wet method seemed to come through the biscuit firing with a slightly more brilliant color. The clay which was not as finely screened went through the two firings just as well as the other. The less fine clay was apparent only in the surface texture of the pieces after the biscuit firing. An important discovery was the fact that all clays were successfully fired after having been carefully dried. It was also important to know that commercially prepared glazes could be used on natural clays.

Useful Conclusions

As the teachers drew conclusions for classroom teaching techniques from their experiences, we made these decisions:

1. Natural clays can be successfully used in all grades of the elementary school.
2. The use of natural clays gives children a greater understanding of the industrial process of ceramics.
3. If natural clays can be found in the area of the school, the inexpensive of its use means that all children can have clay experiences.
4. Though the wet method necessitates more time and organization, it seems to have better results and certainly avoids much dust and a great deal of noise in its preparation, as well as using less energy.
5. Finer texture will result when clay is screened through 80 or 100-mesh screen, but successful pieces can be made when clay is screened through regular fly-screen mesh. Only two screen sizes need be used.

Through the Eyes of KC

An eloquent appraisal of U. S. free education, as seen by a 17-year-old student at East Los Angeles Junior College. After elementary school and two years of high school in Korea, the young man came to America in September, 1953.

I personally, deeply appreciate the free public education in the United States, and I think it is the most valuable enterprise which the American people are undertaking to make the history of the future better than the past.

When I was a little boy in elementary school in Seoul, Korea, I attended a school which was supported by American missionary money. All the teachers were Koreans, and it was supervised by the Japanese government like all other elementary schools in Korea at the time. Although we spoke Korean at home, we had to speak and write Japanese in the school.

Because there was American money to spend from the missions, this school was better than the free public schools in Seoul. However, it is true that we did not get pencils, books, and papers free. We did not have any equipment or playground, and we had 80 students or more in every classroom. But I loved my elementary school and its kind teachers, and I wanted to visit an elementary school in America. So I went to visit an elementary school which is close to the East Los Angeles Junior College.

Wonderful School Rooms

I cannot express my surprise and admiration to see these wonderful school rooms. In each class there were not more than 35 or 40 students. Each student had one desk to himself. In some rooms there were chairs and tables for little children. The kindergarten rooms were beautiful, with glass windows all around the room, and a great deal of light. There were many colored pictures on the wall, and the children could cut and paste with colored pictures. This kind of colored pic-

tures we had never seen in Korea unless we could buy old American magazines which had advertisements in them. The children had all the pencils and all the paper they wanted. Many of them had colored crayons.

In the kindergarten room there were toys to play with on the floor. Each boy and girl had his own textbook, a different textbook for each subject. There were many reading books around the room which the students could take home. They were trusted to take things home from the school. The art work was fascinating.

Drawings and clay models were made by these youngsters. When they were asked to draw pictures from their hearts, they drew beautiful pictures of houses, gardens, trees, and streetcars. Their clay objects were mostly leaves, flowers, and small animals. If a Korean teacher told his students to make a drawing or a clay object, the only thing that Korean children would know how to draw would be tanks and airplanes and machine guns. From the time I had just finished elementary school, Korean children have had nothing else in their hearts to draw.

We Had No Supplies

When I went to elementary school it would be impossible to purchase paper and colors for drawing. Even if other children could have these things at home, they were too expensive for me to buy because it was quite a problem for me to ask for money from my parents. My father had a gloomy face most of the time because of the problem of family economics. Because we had so few books in our school we had one book among three or four students.

When I was in the fifth grade, Korea became an independent nation. This

KOREAN

Young Chun Kim

TEACHERS

don't

HAVE TO

BE CRAZY

In spite of the
skeptics, teaching
offers the highest
rewards—as any
casual inquiry
will reveal.

Diana G. Boettcher

AFTER serving as chairman on a teacher recruitment program, I've decided to dig up Diogenes and his lantern. We won't ask him to locate an honest man. We'll ask him to find someone who can give a practical answer to the question, "Why I Choose to Teach."

Listen to some of the statements and you'll see what I mean. Florence Abbott is a wealthy widow of about forty. She is the attractive mother of five children who have kept her preoccupied and at home for eighteen years. Now she could travel, hold gay parties, do all the things money makes possible.

Teachers Have influence

She is teaching school instead because: "From the rearing of my own children I discovered that today's children are more influenced by their teachers than they are by their parents. I think it essential that the minds of our

was in 1945. Suddenly we did not use Japanese books, but were allowed to learn to read and write Korean. The Japanese language was no longer used in school. But the Korean government was new and had no money. It could not print any books. The teachers in the first grade taught the children to write Korean letters from the blackboard, but the children in the fifth grade had no books in which they could read stories in their own Korean language. The children in America have beautiful books given to them free in their own language which they love.

Your Schools Are Clean

I was surprised that there was no dust on the floor. The desks and the floors were shining. A point which surprised me so deeply was that the one who cleans the classrooms and the corridor is not a student, but that he is paid good wages as a janitor to keep the school clean. When I went to elementary school, the classrooms were cleaned by the students who had not finished their daily assignments on time.

When I was finally able to go on a scholarship to a fine boys' high school in Seoul, the students had to come to school on Sunday after they had been to school for classes six days in the week. On Sunday we all cleaned the school building and fixed the garden as there were no janitors in the poorly-financed Korean schools.

In this fine school I visited in America, the Riggins Avenue Elementary School in East Los Angeles, various types of musical instruments were provided for the school children free. A very surprising point to me was that they had an orchestra of elementary school children in this school. When I was in the fifth grade, I dreamt that I was going to be the best violinist in the world.

I was able to get, unexpectedly, a cheap violin in an antique store, but it was impossible to find a teacher. There was no one in the elementary school who would even have understood how I wanted to know western style classical music. Several months later I sold the violin because I desperately needed the

money. There is no child in this American elementary school who cannot grow up to be a violinist if he wishes to do so.

We Compare Civil Wars

I had known about the civil war between the north and the south in the United States, similar to the civil war between the north and the south in Korea. I knew that it was only 90 years ago, and that it was fought about the Negro slaves. The wonderful thing about the Riggins Avenue Elementary School which I noticed at first was that there were children of many different colors in the classes together. For example, there were Negroes and Mexicans and Nisei Japanese all together. They studied together and shared friendships with each other. It seemed to me that they were all friends across the racial boundaries.

I saw for the first time such a peaceful place where boys and girls of many different races sat together to study for a common purpose, to make a peaceful world for tomorrow. The picture of Abraham Lincoln was displayed in the back of this classroom. Dignified and honest, he was watching these youngsters who studied so sincerely. Today, because of him, these youngsters have a free public education, and have the same opportunity for a good future.

I wonder if American students know how fortunate they are? Do they realize that they are living in the Eden of the world, where a sufficiency of books, papers, and pencils are provided? I hope that these children appreciate their school, their country, and their parents. I personally think that American teachers should tell the students many times over how fortunate they are.

Helen Miller Bailey, Ph.D., chairman of social sciences at ELAJC, at whose home Kim is a guest "member of the family," writes a charming and thrilling letter describing the young Korean's employment as an interpreter with the U.S. Army in Korea, of a sergeant's interest and sponsorship, and of Kim's eagerness for an education and his determination to "rebuild my country."

children be guided right or civilization itself may take the wrong crossroad. The best security I can give my own children is to guide the thinking of as many of their contemporaries as I can."

Can't you just hear Florence Abbot's friends? "That woman is crazy—teaching school when she has all that money."

Then there is Jamie Egan. It is fortunate for Duncan Phyfe that Jamie did not live in that age. He might have put Duncan out of business. Jamie could earn fabulous sums making special order furniture. Seeing some of his work, you would expect to find him in a charming shop of his own on an exclusive boulevard.

From nine to three five days a week, you find Jamie patiently trying to keep twelve-year-old boys from sawing off their fingers while making mother a kitchen cabinet or a jewelry box.

He Teaches Skills

"Some day I may discover a genius," he says, "and in the meantime, I am teaching boys how to do something really useful. Everyone had steadier

I decided I had been questioning the wrong group. There must be some teachers who had sensible reasons for teaching. "After all," I told myself, "our principal is sort of the Lancelot type. Maybe the starry-eyed just naturally gravitate toward him."

A Great Challenge

Principal Daniel K. Dudley's school had been getting favorable publicity lately. I decided to interview him. Mr. Dudley had left a high paying position to take up school administration.

"Schools represent the big challenge to today's brains," Dudley said. "There isn't time for them to wait until the schools pay big salaries. In the past the fate of our country was determined by our statesmen and our soldiers. These must be moulded from today's students."

That night I gloomily surveyed my notes on "Why I Choose to Teach." As recruiting propaganda for the teaching profession, it appeared to be completely irrational. Not practical enough to appeal to people who want to get ahead.

There are many reasons "Why I Choose to Teach."

In this critical period of teacher shortage it is important that every teacher should be a recruiter by example and the power of personal conviction.

nerves and stouter hearts when they did more creative work with their hands," he contends.

Probably Miss Sally Gayheart takes the prize for crazy reasons for teaching. Miss Sally has taught second grade students for thirty-five years. She could have retired years ago. "But I'd get old then," Miss Sally laments.

"You mean standing on your feet from nine until four, talking most of the time and trying to maintain order among forty-or-so seven-year-olds won't make you old?" I marveled.

It Keeps Me Young

Miss Sally shook her remarkably youthful-looking head. "Of course not. Because a good sense of humor is what keeps you young and if you didn't have that, you'd never survive long at teaching. Besides, look at the devotion you get."

"You could get devotion from children of your own."

"Not forty a year, every year for thirty-five years."

Obviously most teachers are teachers because they want to help the human race thereby, or because they just like teaching. Such people need no recruiting. They enlist voluntarily.

Facts Which Help

But for those who do need recruiting, here are a few interesting facts. Social service workers with a college degree receive from \$259 to \$414 a month. There may or may not be retirement benefits. Usually there are none. All work is on a twelve-month basis with perhaps a two-week vacation with pay.

Trained nurses, requiring a minimum three-year training period, receive approximately \$11 a day, varying up and down in different sections of the country. This for eight hour private duty with no paid vacations, and unless covered by social security, probably no retirement benefits. For institutional or government nurses, the salaries will range from \$264 to \$358 a month.

For clerical workers, stenographers, etc., the pay rate varies from \$150 to

\$250 a month. This, again, is for twelve months a year with the usual two week vacation.

"The skilled trades, there's where the money is," you often hear. "The way to get rich is to join the brick layer's unions." Well, let's see. We'll take carpenters.

Average for a skilled carpenter is \$2.65 an hour, fluctuating in various sections. He may come under social security. If he does there will be some retirement benefits, the top being \$85 a month after 65. There are no vacations with pay.

True, he doesn't need a college education. A two-year training period will teach him the trade. It will also put him in competition with experienced carpenters at the same pay rate. Also, the older you get, the less demand there is for you in the skilled trades. In teaching, almost the reverse is true.

Do Salaries Compare?

Now let's regard the teaching profession from a practical viewpoint. Fluctuating in various states, the beginning teacher's pay averages around \$3200 a year and increases to \$4700. This for a teacher with four or five years' college training. With experience and more education, teacher's pay is from \$4060 to \$7000 a year.

This is for an average of 200 days of work. True, more than an eight-hour day is often required, but demands on time are not exhausting.

Retirement varies considerably in different states. In California, a teacher who retires at age 65 with thirty years service, can receive \$185 a month.

Now, my friends, you trot out some other profession that pays that well, and I'll probably start writing job hunting letters; that is, I would if I didn't happen to belong to the "crazy class."

Security An Advantage

Another thing, just in case you aren't already sold on the teaching profession—in almost any private industry job, with the exception of civil service work, you can be fired almost without notice. This is not the case in permanent teaching positions. Your immediate superior cannot fire you and the administration will not do so without an adequate reason.

My considered opinion is that teaching is one of the most emotionally rewarding, and also one of the most lucrative professions a person can follow.

Lynda Woods

The Highest Fence

Educating the retarded presents special problems on which educators are not fully agreed. Here is the opposing view on a controversial issue which first appeared in our February edition.

THE mandatory program for mentally retarded which was started about five years ago by County Superintendents at the command of State legislation has brought forth some surprising results. Before such a program is condemned, both sides of the situation should be carefully presented, results intelligently weighed and future policies devised from the findings of unbiased, scientific comparison.

Critics of the present program entirely overlook the HIGHEST FENCE of all. This is the unseen, invisible fence which shuts off the retarded child in the regular classrooms. This intangible fence is as real as if it were made of bricks and concrete. It produces the defeatist, "I can't do nuttin'" attitude

with which the mentally retarded child from the regular classes enters the Special program. This initial transition from REGULAR to SPECIAL is not easy. Even adults and superior children experience an extremely acute "low" in an entirely new situation. Perhaps the retarded child should be put into a Special class before having gone through this humiliating experience and before this HIGHEST FENCE OF ALL becomes quite so high.

Retarded Program Productive

Having been intimately connected with a "fenced off" (point 1; 11 to 18 yr.—I.Q. 70 and below) group of mentally retarded adolescents for over five years, the observations given herein are first hand and come from actual ex-

perience. Nor am I one of those ultra optimistic individuals who gives the impression that he believes the hope of the world lies in this handicapped group if "only given a chance." I entered the work an exceedingly "doubting Thomas." Results on the playground, in the classroom, and in the ultimate goal, society itself, have convinced me that this program is productive of great good and is no more expensive than are punitive agencies paid for by public taxes. At least, this program is preventive rather than corrective, and is conducive to happiness for the handicapped.

Our adolescents come to us from the regular county classes and invariably they are repressed, thwarted, insecure but belligerent individuals. They all possess a large "name calling" vocabulary and proceed to put that vocabulary into practice as they lean against the fences and walls at recess time while balls and bats lie idle in the space between them. Heretofore, in the reputed to be "highly stimulating" atmosphere of the regular classroom, the average and superior child had always carried the ball and these slow children had never gotten even near the basket. (It is hard to see how some educators continue to argue that a quiz kid is a stimulant to one with poor mental endowment. Joel Cupperman and Mortimer Snerd have nothing in common except the fact that they are representative of extremes. If the old grey mare is slow and poky, no one would try to stimulate her by putting her into double harness with Sea Biscuit.)

Both play and success are infectious. In a short while the universal comment of visitors was, "They seem so happy" or "They play like normal boys and girls." Later a gratifying comment was, "The older ones seem much smarter" when in reality the reverse was true. However, the older ones had been in the program longer, they had

AN EDITORIAL NOTE ABOUT FENCES . . .

Reader interest in the problem of special education for the mentally retarded was well demonstrated with publication in February edition of George S. Craig's article "Don't Fence Them Off." No other article published in recent years has drawn so much editorial correspondence.

Mr. Craig, district superintendent of Gonzales union elementary school in Monterey county, has clearly stated that "segregated classes represent an advance over regular classes for retarded children." But the main issue is the financial difficulty of some counties in administering an adequate program with "an arbitrary cut-off point of 900 a.d.a. which eliminates local programs in small schools."

F. W. Doyle, chief of the bureau of special education, SDE, points out several technical inaccuracies in Craig's arguments. While a few county classes for the retarded may be sub-standard in housing and program, "we should not suggest, on the basis of several isolated circumstances, that the whole program is defective." He commented on several other points which he believed contrary to fact or practice, including the 3½ per cent allocation of children eligible for special classes and the fact that "the IQ is only one aspect of the total case study upon which eligibility is based."

Nan Allan, director of guidance, research and special education for Santa Clara county schools, forwarded to the Journal an article written by Mrs. Lynda Woods of San Jose. She writes: "It seems to me that Mrs. Woods' article is interesting and challenging as a statement of another approach to this problem of educating the retarded." Mrs. Woods has had many years of experience, particularly with intellectually handicapped youngsters 12 to 18 years of age.

An editorial footnote to Mr. Craig's original article foresaw the controversial nature of the author's opinions. It should be added that the Gonzales superintendent wrote honestly about imperfections of a program in which he had interested himself, imperfections which are admittedly real though fortunately isolated. State leaders in special education are confident that, as public understanding of the responsibilities of public education improves, legislation will be adopted to expand aid to the mentally handicapped. Great gains have been made in this direction in recent years.—J.W.McK.

had more successes, and were therefore better adjusted to the social group.

He Peeked Over Fence

Fortunately for us a broad-minded principal in the regular school next door deliberately peeked over the top of the fence around us and gave the boys the nod, "Come on over. You're as good or better than we are. Let's have some fun together." Thus, in our fourth year, three of these boys played on a regular basketball team in county competition and one was the high point man in the league. This was society reaching over to drag our boys into normal channels and would not have happened had they not learned to play hard and well on our side of the fence. Why should anyone call it "false leadership" for these boys to play a spirited game among themselves? Or even to defeat their normal opponent at times?

Participation in the non-academic program with superior and average children can be effected even though the handicapped children are in a school by themselves. Ball games, large assemblies and special movies can easily be managed if the attitude of the neighboring school is right. Frequently in these get-togethers the mentally retarded group of children is the best behaved group there. This sort of fraternization can be greatly fostered by correct public opinion.

Anyone who has actually observed a group of mentally retarded youngsters over a period of years is struck by the harmonious way they get along together. That is a great accomplishment in itself, for they all come with the clenched fist to defend themselves against the world. As the belligerence subsides in the Special situation the learning process begins at a slow rate and proceeds, with luck, to 3rd or 4th grade level. Some few advance to 6th grade level and a very few beyond that. Let us roll back the curtain on some of these individuals.

A shy, tall, handsome boy who could barely read first year level when he came, worked up to a strong fourth in four years. He learned the number processes through simple fractions, learned to play games excellently and to dance comfortably with the girls without too much embarrassment. He won first prize in a county woodworking contest, competing against all schools.

A shy, beautiful girl, I.Q. 70, after two years in the program decided to try high school and has completed two

years creditably. This is a very rare incident and should remain a possibility, rather than a real goal, for most of the retarded group.

An ultra-belligerent boy now plays happily with the group, enjoys folk dancing, leads the class in reading and spelling, and LOVES school. At 15 he is no longer the recluse he was at 12.

Several girls have learned enough sewing to make their own clothes for school and some few items for "best wear." Too shy to even speak to the boys at first, they now dance and enjoy it. Their cooking and baking is creditable, some of it excellent.

A tall, lank 16-year-old, who stood on the side lines one whole year after coming to us, and who had never

faster than others. Even the lowest have made social improvements and it is an insult to the retarded program to call it mere institutionalism or custodial care.

To segregate or not to segregate is almost as old as Hamlet's question of "To be or not to be." Equal opportunity for all children according to ability is impossible to achieve when the groupings are too heterogeneous. The finest teacher in the world cannot give the lone retarded one the time he needs to foster the merest of learning without neglecting the horde in her care.

The present program is for the mentally retarded, not for those who misbehave. Sometimes a behavior prob-

We should concentrate on helping the retarded child to become a useful and accepted member of society.

attempted anything except drawing and shop work in the regular school, has in three-fourths of a year learned to read and to work accurately in arithmetic. All his life he was a "lone wolfer." Now he smiles and plays with the group and even grabs the ball at times, saying, "Come on, let's get this game started."

A six-footer with a triple handicap (mental, speech and slight spasticity) after two years of employment following graduation from our program, has a bank account of over \$800, a brand new bicycle, buys all his own clothes (one item a \$72 suit). All this at the munificent rate of 60 to 65 cents an hour.

Segregation Helps

If these results indicate that "segregation promotes failure" then I do not know the meaning of success. Surely these, with hundreds of other examples which could be cited, prove that these slow learners do better when away from the faster-moving groups and, having adjusted to their own group, they find the final adjustment to society an easier task than if they had never had a chance at a social success. Every child who has come to our program has made some progress. Some go farther and

lem does exist with a slow learner, but almost always the problem disappears when the child goes into a smaller Special group.

How to Avoid Delinquency

Educationally we should not squabble over "to fence off" or "not to fence off" but should concentrate on the entire problem of how best to keep this group of children from becoming delinquents and, with the help of an understanding society, to try to accept their limitations and find some little niche for them where they can do some acceptable work. No one should expect any "silk purses" or any "presidents" from this group. These children are HERE and they are at the BOTTOM of the ability list regardless of whether or not we believe in stratification.

Nature did not make these children perfect; neither does the present program make them perfect. But it does make them BETTER THAN THEY CAME. Let's concentrate on this HIGHEST FENCE OF ALL and use our efforts to enlighten the school, the home and society at large on ways to break down this intangible barrier which surrounds the retarded child because of his handicap.

Every new teacher should try to get off to

A GOOD START

Ted Gordon

Dr. Gordon, an instructor at East Los Angeles Junior College, is author of a 43-page booklet entitled "Tips to Teachers," which was printed by California Education Press and published by CTA Southern Section. By special permission, the Journal publishes here the first three pages of the booklet, which the author titles GETTING OFF TO A GOOD START: How to Get Oriented Quickly and Painlessly. It is offered as a timely note as the new school year begins, to be followed later with additional extracts from the book.

AS you prepare to begin your new teaching position, or even when you are settled on the job in your classroom, are you poised and confident? Perhaps you are a bit unsure and uncertain.

Let's face it. It's perfectly normal and natural to be apprehensive about a new and strange situation, to wonder about the community, about the pupils, about your new colleagues, about the administration and school facilities. "What do they expect from me?" and "How shall I make a good impression?" are normal questions about which any new employee should be concerned.

To learn the answers by trial and error is an uneconomical and stumbling process, which may bruise the spirit; consequently, it is the purpose of this chapter to attempt to aid you in meeting the first hurdles, in making the first adjustment, by a more rapid, more systematic approach to new problems.

Meet the Principal

Your principal is just as eager for you to be a success as you are. An early meeting between the two of you is of the first importance. It may be, of course, that the school system offering you employment already has a plan of orientation for individuals or groups. The orientation plan may be a single day's experience or a project for a whole

week. At any rate, you will want to meet the principal personally.

Make this first meeting fruitful. Think of what the principal may expect from you and you of him. A telephone contact and appointment should give you an idea on what to prepare. Jot down in descending order of importance such questions as, "How can I get assistance in finding a place to live?", "What written materials should I take with me?", "What sort of program will I have?" and "Is there a Teachers' Handbook?"

Learning Your Way

With the aid of the principal or his delegated representative (1) check the names of the faculty for any friends, alumni of your college, neighbors, and other new teachers with whom you may want to get acquainted before school starts; (2) borrow copies of school publications, particularly the school newspaper and yearbook, and study the names, pictures, title of officers, traditions; (3) read the community newspaper; (4) visit the local businesses, clubs, centers, playgrounds, governmental offices, and the library.

Be friendly to others and tell yourself, "I'm going to teach here, so I'm certainly glad to get acquainted."

Where to Live?

Learn first whether you are expected to live within the school district or whether you may commute. Ask where other teachers live, and, if possible, seek their advice on the best location in which to live. Do they consider it better to buy or rent? Perhaps the school maintains a file of available housing, or even an organized housing service.

Generally, you will plan to rent until you are in a position to decide more about your future status. Seek a location upon the basis of (1) accessibility to work, (2) accessibility to other responsibilities such as the university, (4) environment appropriate for a professional person.

Above all, try to move into your new home and be settled before school starts, so that you may devote yourself to your position instead of traveling back and forth, buying furniture and getting settled.

School Facilities

You will probably be provided with a map or diagram of the school plant. Study it; use it on a tour before opening day. Find out where you park your car, where your classroom is, where your department office is. Locate the library, the auditorium, the cafeteria, the audio-visual rooms, and other offices. Discover what restroom facilities there are. You will probably want to add to this list yourself. Your list would certainly include school bulletins, mimeographing and duplicating facilities and other office services.

Opening Day

Be sure you know in advance where, when and to whom you are to report. If you can arrange it, accompany one of the school's "old-timers" on the first day. Get there early enough so that you will not be lost in the crowd. Don't hesitate to introduce yourself to others.

Arrive at your room or station in sufficient time to check conditions, supplies and equipment, seating, books and materials. Place your name and other pertinent information on the blackboard before each class begins. An inspirational saying or motto might be written on the blackboard. You will have had the forethought to decorate the walls and bulletin boards, of course.

Remember the importance of the initial impression you will make upon each person you meet, whether it's a pupil, parent, or colleague. Start remembering names right away. Make a habit of smiling—and meaning it. Try to lend a helping hand at every turn. Don't hesitate to ask for assistance when you are uncertain. Don't bluff. "I don't know, but I'll find out," is very understandable. "Thank you," and "Hello" are easy to say, and pleasant to hear.

Have a planned program in mind for every minute of the day, but be ready with some alternatives for the unexpected.

Stay after school and analyze your day. Think of tomorrow. Report, if advised, to your superior officer, but avoid complaints. Talk of your initial successes instead.

As you go home, make an inventory of opening day. You're a regular teacher now! You belong!

Some Children Require Special Help

Roy E. Simpson

Superintendent of Public Instruction

THE physically handicapped child has the same basic needs as normal children, but because of his handicap, certain of his needs require special attention. He is a normal person who has a specific disability that in many instances he must accept and live with throughout life. California schools, in recognition of these facts, are making every effort to meet the peculiar needs of children and youth with marked deviations in physical growth or condition. Children with severely handicapping orthopedic conditions often present difficult problems for the home, the school and the community. However, solutions to these problems usually can be found. It is incumbent on us as teachers to give every assistance to pupils who because of physical handicaps are confronted with serious emotional and social adjustment problems.

David a Special Case

Let's take David for instance. David is eight years old. He was born without arms and with abnormal legs and club feet. He has no thighs. His lower legs are attached at hip level and he has congenitally dislocated hips. The left femur is missing and the tibia are malformed.

Until David was two and a half years old his parents were given little encouragement that he would ever be able to lead anything approaching a normal life. The plan for his habilitation, through surgery, use of prosthesis, and physical and occupational therapy, is now planned through 1970, when he will be twenty-four years old, and it is hoped he will be very nearly physically independent.

At present he has had surgery on both feet to permit comfortable use of shoes. He has had two pairs of artificial limbs, but these were discarded early in 1953 when it became apparent that he walked more functionally without them. He is now walking very effectively on his own short legs, compensating for different leg lengths with the use of shoe lifts. A pair of very

short leg extensions are being made for him, and it is planned gradually to build him up to normal height with increasingly long extensions, placing the "knee joint" just above his feet.

Cineplasty which requires several stages of surgical treatment is being successfully accomplished. This will give David many ways of having arm and hand use. And what is cineplasty? It is a method of surgery which creates skin-lined tunnels through muscles for



David goes fishing: "And did I catch a big one!" Photo Vernon Brown, director Easter Seal Camp, Boulder Creek, Santa Cruz county.

control and motivation of the arm and hand. This involves surgery by the latest techniques as well as additional future development of improved arm prosthesis. Stainless steel pins are inserted through the skin-lined tunnels of the muscles and as the muscles are flexed, the resulting excursion creates a force which operates a specially designed mechanical arm and hand.

While all of these special services are being provided, what is happening to David? What kind of personality is this young fellow developing? How successfully is he making social adjust-

ments? What kind of educational program is being provided to meet these many problems?

David is fortunate, for his assets outbalance his liabilities and limitations. He is the youngest of three children in his family. And although his deformity was distressing to his parents at the time David was born, they have had an opportunity to face reality and accept the fact that there was no use lamenting the defect, but instead, it was of major importance to concentrate on his major strengths.

Treated as Normal

By the time David was old enough to notice that he was built differently in his physical make-up, his parents, brother, and sister were able to treat him as a "normal" member of the family, permitting him to do as many things for himself as he was physically able to do. David is well above average in intelligence; he is a robust-looking youngster, has a happy disposition, is willing and patient enough to tackle a job given him to do, and he is good at figuring out for himself how to do things. When he got his first prosthesis at five years of age he had to be shown only once how to use his utility hook.

Let's compare his problems and adjustments with Fred, who at the age of eight while attending a street carnival in Mexico wandered too near the bear's cage. He thrust his arm in to pet the large furry animal. The bear, mistaking the lad's intentions, grabbed his arm. Fred reached in with his left arm to help get loose, and by the time rescuers came, both arms were so badly mangled that amputations at the shoulders were necessary. The time element involved in a wink of a gnat's eye can bring about tremendous changes in life. After many stages of surgical treatment, Fred, too, began to use artificial arms with utility hooks. His problems were more acute in that he had to learn to do in a new way, many things that he had done normally with arms and hands. His father had been killed in an accident the year before.

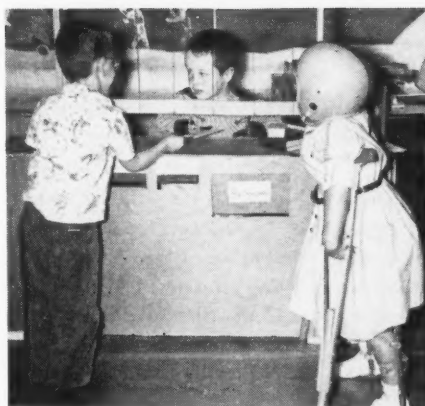
which intensified the emotional shock of his own accident.

Accidents Make Problems

His mother had the regrets that Fred's accident was one that could have been prevented. This, in addition to the distress concerning the child's appearance, the youngster's own distress over his appearance, the sensitivity of both to the pity shown by outsiders, and the extra care and attention which Fred required, made emotional and social adjustments much more difficult than in David's case.

Both boys have had three kinds of special educational programs—school in the hospital, home instruction, and special classes for orthopedically handicapped children. With the sympathetic understanding, patience, and guidance of the teachers, occupational and physical therapists, and medical social workers, the boys have learned to do quite well many of the activities requiring arm and hand use.

David's teacher reports: The particular problems in school were largely those of providing "hand" activities in which he could use his prosthesis rather than his feet. He is especially adept in the use of his feet as hands. Flannel board objects with "handles," for instance, were better for him than flat objects. Sponge rubber around crayons and pencils helped reduce the slipping of these objects in his artificial hand. Rhythm band instruments stimulated his interest in using his new hands. Among the tasks he now performs satisfactorily with his prosthesis are: eating with a fork or a spoon; manuscript writing; drawing and paint-



David serves as postmaster in his social studies unit on communication. Photo by L. G. Hamilton, Santa Rosa Press Democrat.

ing; using rhythm band instruments; holding books; and walking around carrying small objects with his utility hand.

Developing Functionally

Readiness activities of all sorts are stressed in David's school program to develop better hearing, seeing and feeling (here David uses his feet), and all sensory discrimination. Because it is felt that David will always have to depend to a great degree on mental ability, these various readiness activities assume even greater importance for him than they do for most children. Music activities provide fun, recreation and motivation for voluntary use of extremities. Standing in a special standing table to develop leg strength and muscle, for example, is often irksome to David. However, mention dancing and he is on his feet at once.

Fred is somewhat of a dreamer. His schooling has been interrupted on several occasions because of illness, and he is working on a grade level below his social age group. Fred attended school half a day last year in order to go to the rehabilitation center for therapy treatment. He learned to use a typewriter with the aid of a dowel held between his teeth. He is using a specially built spoon and fork for eating, and he is able to dress and undress himself except for fasteners and bows. He wears suspenders instead of a belt; manages a zipper with a cord attached to a small weight and wears socks with loose tops. With self-help devices that have been worked out, Fred is able to brush his teeth, comb his hair, and wash his face without aid. He is able to handle books and can engage in

such activities as painting, music rhythm band, and dramatics. Fred is a member of a Boy Scout troop. Substitutions for certain requirements are arranged by the scout master. For example, Fred's newly found ability to dial and answer a telephone can count toward his progress in scouting.

Camp life at the Easter Seal Camp, sponsored by the Santa Cruz Society for Crippled Children at Boulder Creek, has provided happy experiences for these two boys. Fishing, boating, picnicking, hiking, swimming, and participating in arts and crafts, help them to discover that they can take their place in life beyond the home. Their camp recreational leaders have observed that David and Fred are "real" boys and have loads of fun.

Boys Gaining Acceptance

Through school and camp experiences these youngsters are gaining acceptance, of themselves as well as others; status; recognition of achievement and praise for work well done; understanding; and opportunity for self-expression. These are major needs for the Freds and Davids in helping them to build confidence in themselves, to put to use their resources and abilities, and to reach the maximum of performance within their limitations and capacities.

Learning to do as many things as possible for himself is not only essential to the attainment of a maximum degree of independence for the physically handicapped child, but it is an important factor in the development of self-confidence. Learning requires interest and persistence, and these in turn arise only through success.

The tasks which are set for the child must be so arranged that he can, even from the beginning, succeed to a degree. As his performance improves, the tasks must be made difficult enough to challenge but not to discourage him. To expect too much will lead to frustration and to feelings of inferiority; to expect too little will prevent the growth of his capacities and make him unnecessarily dependent upon others. With the exercise of ingenuity on the part of teachers, and assistance on the part of physical and occupational therapists, medical social workers, and others, even the severely handicapped child can experience an encouraging degree of success in dealing with his physical environment.



Fred knows there is more than one way to do a thing; a Boy Scout would naturally know that. Photo Stockton Record.

Publications Help Schools to Tell Story

GOOD public relations established and maintained by periodicals published by California school superintendents were described in a Journal article appearing in March 1953. In that article 22 bulletins and newsletters were listed as typical products of city and county offices throughout the state.

Even with the addition of five more superintendent's bulletins to the mailings regularly received in the Journal office, our compilation remains incomplete. If carefully assembled, all the printed, lithographed, and mimeographed bulletins published in California could be bound into an annual volume containing more than 2000 pages.

Affiliates Publish

All of the 14 associations affiliated with CTA publish printed bulletins, three of which are produced in lithography by the CTA office. They are California Scholarship Federation's **CSF Bulletin** (Virginia Waters, editor), **CSTA News** (Barry Alexander, editor), and **CBEA Bulletin** (Maribel Pyle, editor).

California Association of Health, Physical Education, and Recreation publishes a 12-page bimonthly edited by Ted Ellsworth. California School Boards Association prints an excellent bulletin with Dr. Lawrence B. White as editor. Dr. Robert E. Cralle, executive secretary of California Association of School Administrators, edits a six-page accordion folder. The **CASCWA Newsletter**, a typed, multilithed booklet, is edited by Oscar Olson for California Association of Supervisors of Child Welfare and Attendance.

Section Papers

Four of CTA's Sections publish bulletins at various frequencies: Northern Section, **Northern Lights**; Bay Section, **Reporter**; Central Section, **Off the Blackboard**; and Southern Section, **Newsletter** and **Report Card**. Bay and Central produce and distribute their publications as four-page inserts in CTA Journal.

The **California School Supervisor**, published by CSSA with Lois B. Shellhammer as editor, is a four-page printed

sheet. California Adult Education **Newsletter**, six-page bimonthly, is edited by Vernon Hodge. **CIEA News**, 8-page bi-monthly for the California Industrial Education Association, is edited by Pete Florio.

Two well-designed periodicals issued by bureaus of the State Department of Education are **Golden State Vocational Observer** (for the Bureau of Vocational Education) and **Special Education Newsletter** (for the Bureau of Special Education).

Deserve Commendation

The text above and the listing of

publications is not intended as a directory but is offered as a reference to successful and effective periodicals serving their particular fields. Additional comment on this subject will be published in the October Journal.

As indicated in my first brief appraisal last year, the above is not an effort to evaluate the publications received at the Journal office. It is rather a brief summary of the magnificent public relations job now being handled by superintendents' offices and the internal communications made possible by good editing and printing within teacher associations.—J. Wilson McKenney.

Blue Cross Plan Proves Beneficial to Thousands of CTA Members

TEACHERS of California have one of the best health plans to be found. That was the opinion of teachers who responded in a recent survey of the CTA Blue Cross Health Plan. They added, however, that the plan is inadequate in some respects.

CTA Advisory Panel on Insurance requested the survey. Its purpose was to determine, if possible, how well the Health Plan had functioned during its first three years of operation. Through the cooperation of local and county CTA chapters, questionnaires were distributed to teachers who have been participating in the Health Plan. Approximately 3,500 completed questionnaires were returned.

The survey sought two types of information. First, statistics were requested on the number and types of claims as reported by those who participated in the survey. Also, those who had claims were asked to supply information on the extent to which Blue Cross covered the cost of the various claims. A second section of the questionnaire determined the reactions of the respondents to the Health Plan. Through the cooperation of Blue Cross Headquarters in Oakland, the survey data were processed by machine (IBM). **Findings Revealed**

The survey report was presented at the annual meeting of the Insurance Panel with Blue Cross officials on April 30. The findings and their implications were discussed in detail by members of the panel and by Blue Cross. Some of the more pertinent findings were:

1. Of the 3,486 who participated in the survey, 486, or 13.9 per cent, used their hospital coverage. The median number of days spent in the hospital was found to be 5.7, although 27 per cent of those hospitalized used nine or more days. Blue Cross paid an average of 93.3 per cent of the cost of the hospitalization of the 486 subscribers and their dependents.

2. While hospitalized, a large majority of the 486 persons made use of the operating room, drugs, and anesthetics. A smaller number also reported the use of X-rays, electrocardiograms, and basal metabolism tests. It was found that Blue Cross paid an average of 95 per cent of these various hospital services.

3. Surgical claims were filed by 554 persons, or 15.9 per cent of the 3,486 who participated in the survey. The median charge assessed by the doctors for surgery was approximately \$80; the median amount allowed by Blue Cross was \$65. Hence, Blue Cross paid approximately 81 per cent of the average charge for surgery.

4. Under "medical" coverage, 1,704 subscribers made office calls and 312 used home calls. Another 372 subscribers reported doctors' visits at the hospital, for which reimbursement is allowed by Blue Cross in non-surgical cases. In the case of home and office visits, it was found that Blue Cross paid only a small portion of the cost. This was attributed to the fact that the medical coverages apply only to the



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75 years ago one of the companies from which Standard Oil Company of California grew was formed by five men. In those days smaller communities and simpler needs could be served by concerns owned by one man or a small group. They furnished all the money—they kept all the profit, too. But the West grew tremendously, and we've grown up with the West.



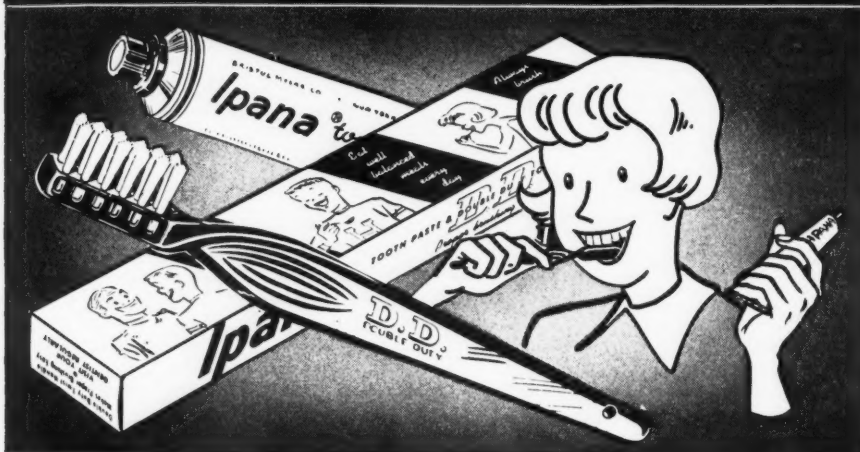
Today, no one man could pay for all the oil fields, refineries, and other equipment Standard needs to serve you well. These investments are shared among Standard's 112,000 owners. About 97% of these shareholders are private individuals like you—including 12,000 Standard employees, our largest single group of owners. In addition, 293 schools and universities are owners of Standard, along with 224 churches and religious organizations, 165 hospitals and medical groups, and 1889 small and large busi-

nesses. These are our sole proprietors—we are neither owned nor controlled by any of the Standard companies in the East. Like the proprietors of any company, these shareholders receive the profits from their business. Each dollar they have in Standard is now earning approximately 10¢ a year. Only about 5¢ of this is paid to them in cash. The remainder is plowed back into the business to bring you even better products and services... to stay ahead of competition and keep pace with your needs.

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"Most appealing to the pupils!", another teacher tells us. Packed in bright red and yellow cartons, these kits make teaching toothbrushing fun! They are specially low-priced for school purchase, making possible free distribution to children.

★ **ORDER TODAY!** Kits are available in two sizes: **Junior Kits** (for children up to 10 years) include special child-size toothbrush, plus guest-size tube of Ipana. **Double Duty® Kits** (for children over 10) have unique, twist-handle Double Duty brush and guest-size Ipana.

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See Coupon Section and advertisement page 46

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NO. ONE CLASS _____

Please allow 3 weeks for delivery.

subscriber, whereas many of the home and office visits were required by dependents.

5. Use of out-patient X-ray and laboratory examinations was reported by 637 persons, or 18.3 per cent of the 3,486 participants. Blue Cross paid an average of 78.8 per cent of the cost of this out-patient service.

Half Consider Adequate

6. The CTA Blue Cross Health Plan is considered to be adequate by approximately one-half of the respondents and inadequate by more than one-third. Some 14 per cent of the respondents, principally those who had had no occasion to use the plan, had no opinion as to the adequacy of the plan. Almost twice as many of those who had filed claims considered the plan inadequate as compared to those who had not used the plan.

7. Of those who considered the plan to be inadequate, many suggestions were offered as to how the plan could be improved. Most of the changes suggested pertained to increased coverages and to the extension of more coverages to dependents. A list of nine suggestions is included in the report, ranging from "miscellaneous increases" to "add ambulance service."

Willing to Pay More

8. Most of those who suggested changes in the health plan would be willing to pay a higher monthly fee, if necessary. Of this group, most would be willing to pay whatever was deemed necessary.

9. Less than 13 per cent of the respondents took advantage of the opportunity to write comments or suggestions on the survey form. Of those who did comment, the majority were unfavorable.

It is evident from the information presented in this article that the CTA Blue Cross Health Plan appears to be adequate in its major coverages which are available to subscribers. It is believed by many teachers to be inadequate in that medical coverages are not available to spouses and dependents. The CTA Advisory Panel on Insurance recognizes that the Health Plan is not perfect. A plan that would meet all needs would cost more than the average teacher could afford to pay. On the other hand, the panel hopes that the present plan may be improved from time to time to overcome some of the current criticisms.

—Frank W. Parr
CTA Asst. Exec. Secy.

American Schools Heed A Challenge

I. James Quillen

To preserve and extend our free way of life, American schools are meeting the great demands of our times.

TODAY there is a need for vision in all aspects of our complex culture, but there is a special need for vision in the field of education because education is the primary means through which we perpetuate our way of life.

The 20th century has been a period of almost continual crises and shattered hopes. To many people the 19th century was a glorious century which saw the victory of the basic ideals which had been so laboriously developed by western man. The Greeks had striven for a life of reason and moderation; the Romans had demonstrated the rule of law; the Hebraic-Christian tradition asserted the equality, sacred dignity, and brotherhood of man under the fatherhood of God; and in the 17th century, which Alfred Whitehead called the "century of genius," the advances of science seemed to assure continued human progress, if man could be free to use his reason and conscience. In the 18th century, these ideals and hopes became dominant in the western world. They were written into the Declaration of Independence, the American Constitution and the French Declaration of the Rights of Man. In the 19th century the free way of life continued to advance and many men looked forward to the 20th century as the time when all the great hopes of man would be fulfilled.

The 20th century is over half gone, and our ideals of human dignity, equality, brotherhood, freedom, reason, and progress are far from realization. Already in this century we have had two world wars, a great depression, and the rise of two powerful totalitarian ideologies which directly challenge the free way of life. Millions of human beings have been ruthlessly destroyed

in gas chambers and in other less "humane" ways. Already more people have been killed in war in the 20th century than in all previously recorded history.

Great Advances

With the problems of the 20th century have come great advances in science, productivity, health, education, and in many other areas. Today we have higher standards of living, better health, and greater opportunities for education than any people in history. But events of the recent past show that we need even more and better education if our way of life is to survive.

The basic fact underlying the problems of the 20th century is that science and technology have produced a shift from a rural-handicraft culture to an industrial-urban culture. Changes have been rapid and uneven. Specialization and interdependence have become worldwide. Life has become more complex and more uncertain. Primary groups such as the family and local neighborhood have been weakened, and secondary groups with a mass membership have grown strong. Tensions and problems have become more intense, and anxiety and conflict have spread. Many people have turned from reason and morality to bigotry and force. These are the realities of our times which challenge American schools.

We Meet Challenges

American schools today have as their main function the development of enlightened and dedicated citizens who can preserve and extend the free way of life. Some of the ways in which American schools are meeting the challenge of our times are by:

1. A greater emphasis on health education, particularly in the elementary school, which stresses a more healthful school environment, making health instruction an integral part of the curriculum, and greater attention to the diagnosis and treatment of the

New Editorial Adviser for Houghton Mifflin Company



Houghton Mifflin Company is proud to announce its appointment of Dr. Herold C. Hunt of Harvard University as Editorial Adviser in the field of Education. Dr. Hunt is eminently qualified for this role in educational publishing. His high professional scholarship, unusual administrative talent and background of comprehensive experience provide a rare combination particularly suited to editorial consultation and evaluation of trends in education.

Dr. Hunt came to Harvard in 1953 from Chicago, where he was known to educators and the public for his outstanding work as General Superintendent of Schools. Dr. Hunt's positions in the field of education have included chairmanship of the 1948 Yearbook Commission; presidency of A.A.S.A.; chairmanship of American Council on Education; chairmanship of trustees of Educational Testing Service.

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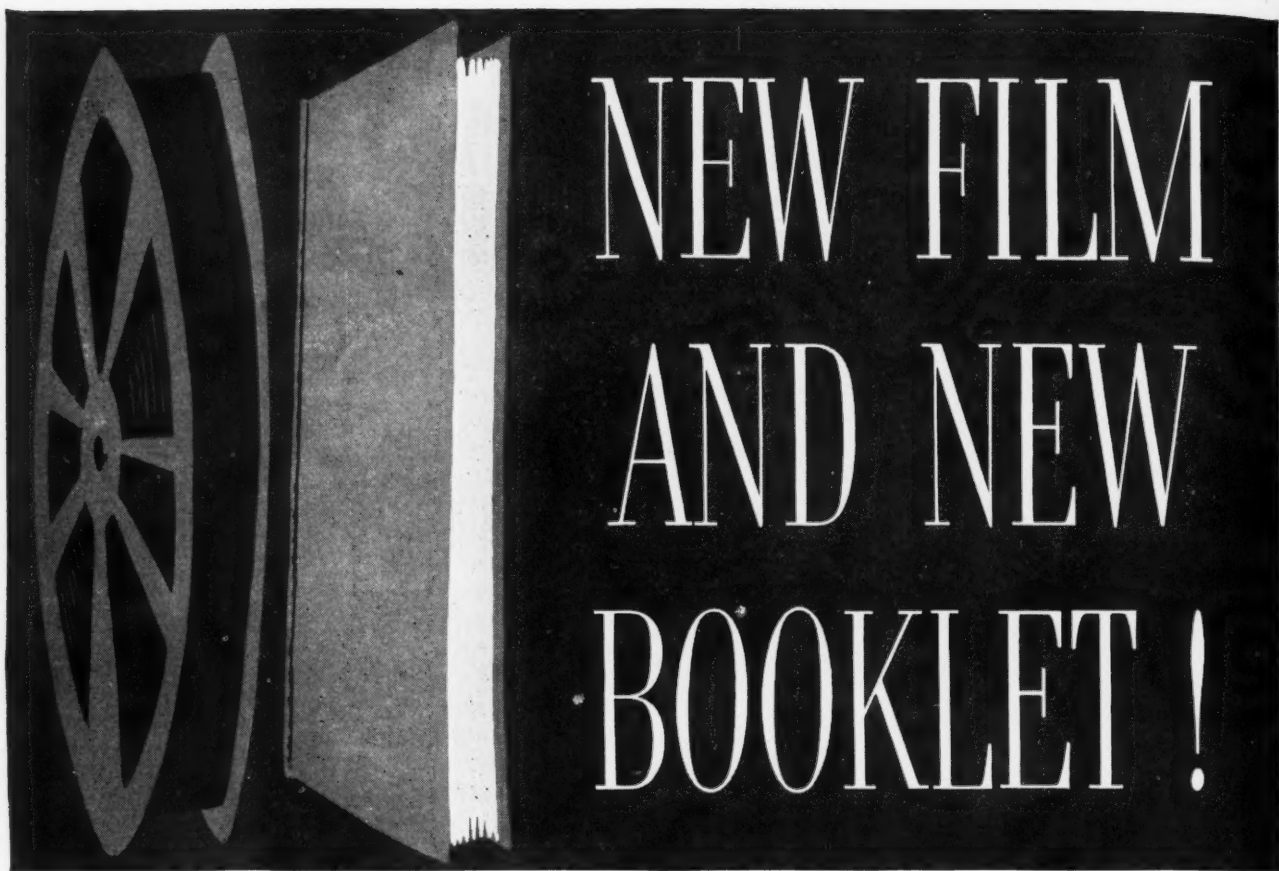
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Dr. Quillen is dean of the school of education of Stanford University. The article above is a summary of a lecture he delivered last April at the final general session of the NEA Regional Instructional Conference held at Minneapolis.



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"Educational Portfolio on Menstrual Hygiene"

A valuable aid for teachers. Complete teaching kit, including large anatomy chart, four booklets and a teaching guide.

physical and mental health needs of children and youth. More and more educators are realizing that there is no true equality of educational opportunity without equality of opportunity to health.

2. The enrichment of the content of the school curriculum, with more attention to ways of living in the world today. More attention is being given to the development of meaning for basic concepts, to interest and motivation, and to the use of information as a resource for more effective living.

Fundamentals Taught

3. Progress in the teaching of the fundamental skills. In reading there is more stress on word meaning, in speaking on discussion of important current issues, in writing on the forceful expression of ideas, in mathematics on quantitative and logical thinking, and in listening and observing to the securing of information from the radio, television, and other mass media.

4. More stress on the development of ability in critical thinking and problem solving. In some schools critical thinking is an integral part and method and is practiced continually in the classroom.

5. Continued attention to the biological and natural sciences. In a world dominated by the hydrogen bomb, the American people must maintain their leadership in scientific research and its technological application.

Better Human Relations

6. Greater attention to the improvement of human relations. There has been considerable progress in this area since World War II, as indicated by the success of such projects as that on Intergroup Education in Cooperating Schools directed by Hilda Taba. However, the equalization of opportunity for Negroes and other minority groups is still one of our most important educational challenges.

7. Greater concern about the development of international understanding. Teachers today realize that the threat of an atomic war makes the development of international understanding imperative if we are to maintain the free way of life.

Teach Foreign Language

8. More attention to the teaching of foreign languages. This is one of our great needs in the area of international relations. Some schools are experimenting with the beginning of the study of

foreign language at the elementary level and many teachers are stressing the cultural approach to language and emphasizing speaking as well as reading and writing skills.

9. The development of aesthetic appreciation and creativeness in the arts. Beauty is an integral part of living. Educators today are stressing a more beautiful environment within the school, the development of better taste and more graceful living in all areas, and the use of art, music, drama, and literature to enrich and ennoble daily life. The school has contributed greatly to America's remarkable progress in music during the past few years.

Basic to all the above frontiers of education is the emphasis on the development of moral character and good citizenship. American schools have always stressed these ends, but today they are receiving more attention because it has become obvious that the major problem of our day is the development of effectiveness in citizenship and sound moral character. Modern man needs to learn better how to use the advances of science and technology for human benefit rather than for human destruction. He needs to become a better citizen so that he can cope effectively with the problems of an industrial-urban culture and maintain and extend the free way of life.

We Must Be Strong

If American schools are to continue to meet the challenge of our times, we must have a strong educational profession and sound public support. This involves the careful selection and training of teachers, strong professional organizations, high professional ethics, and sound public relations. As teachers, we need to help the public understand more fully that education is essential to the free way of life. Freedom and ignorance can only lead to catastrophe, while freedom and education can lead to informed citizens who make wise choices in the market place and at the ballot box.

The school, the family, the church, and all community agencies concerned with children and youth need to work together to build the kind of education that can meet threats of totalitarianism at home and abroad and provide the fullest development of the individual, sound moral character, good citizenship, and the most wholesome human relations possible in a changing and troubled world.

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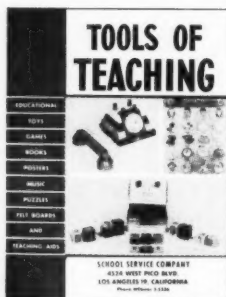
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Comment on publications of professional interest, conducted by GEORGE E. ARNSTEIN

COUNSELING WITH PARENTS IN EARLY CHILDHOOD EDUCATION.

By Edith M. Leonard, Dorothy D. Vandeman and Lilian E. Miles. New York: The Macmillan Company; 330 pp.; \$3.75.

There is at present a dearth of helpful material for the teacher who is confronted with the problem of parent-teacher counseling. Too many school districts have undertaken a program of parent-teacher interviews without bothering to provide their teachers with the additional training needed for carrying on effective interviews.

The authors of this text probably were attempting to fill this gap created by prematurely-instituted parent-teacher counseling programs. From the tone of the book, it is apparent that the authors recognize the teacher's hesitancy in regard to interviewing parents. They attempt in Chapter I of the book to bolster the teacher's courage.

On Page 5, they state, "Truly effective counseling is based on faith in the program itself, and in human nature, and carries with it willingness to give time and energy toward its success."

The authors apparently are willing to overlook the training and skill required for effective counseling. There is doubt that the authors would accept eagerness and faith as a criterion for other professional services. One has no objection to the surgeon with faith, but it is hoped he has enough training to distinguish between the liver and the appendix.

In order to make the book more homely, the authors create a prototype teacher—Jane LeRoy. Jane carries on individual parent interviews, arranges for numerous group meetings with the parents. In general, she dashes about and attempts to meet everybody's needs on the way. Her counseling is so intense that it is difficult to see how she arranges time for the children, lesson plans, class preparations, or faculty and committee meetings. As you follow Jane through her adventures, you become more and more aware that she is going to meet your needs whether you want them met or not.

Her adventures resemble the TV cowboy stories. You know the hero is going to

win, so you can't comprehend why the villains do not turn over their weapons and lock themselves in jail and avoid the battering they will take in the process of being captured. And with Jane's parents it is only the foolhardy who think the outcome in doubt. It seems wiser to go along quietly and avoid the battering.

Somewhere toward the end of the book, the authors offer assorted advice to the teachers. In regard to additional training they state: "The professor rather than the subject is the criterion by which courses are best chosen."

As an instructor in Parent-Teacher interviews, I have strong feelings on that bit of advice. I doubt the wisdom of a teacher taking a course from a dynamic and stimulating professor in Advanced Tennis when she desires to learn interviewing techniques.

Perhaps the problem with this text lies with the authors' rush to get this book into print in order to meet the need for material in parent-teaching counseling. In their haste, serious errors in editing and organization may have been overlooked.

There is a possibility with a revision of this text; Jane LeRoy may become more acceptable. However, until the authors change her character, I want nothing more to do with that woman!

—Dr. Jack Regal
Mount Diablo School District

Beginning this month, A. A. Knopf launches a new series of paper-bound reprints uniformly priced at 95c. Titles are drawn from books originally published by Knopf, including *The Art of Teaching*, by Gilbert Highot.

A thorough review of the field of professional guidance has been prepared under the editorship of Clifford P. Froelich of the University of California. *Guidance Services*, by J. Anthony Humphreys and Arthur E. Traxler (Chicago: Science Research Associates; \$4.75) ranges from the rationale of the field to tools, techniques and methods. It also includes an overflow of the field—past gains, future opportunities and staff requirements.

Dryden Press has just published two important new books. *Measurement and*

Evaluation, by Theodore L. Torgenson and Georgia Sachs Adams (\$90) is meant primarily for the elementary school teacher; as indicated on the title page, the book also contains "implications for corrective procedures."

The second book has an established reputation which ought to be further enhanced by the new, revised edition: **Audio-Visual Methods in Teaching** by Edgar Dale (\$6.25). In its new format the book is colorful, up-to-date and enlarged; while explaining the advantages of visual aids it also uses them to clarify many concepts and applications. (See film reviews.)

Teachers who seek more information about group process should be interested in a book by Lucile Lindberg, published by the Bureau of Publications of Teacher's College at Columbia University under the title **The Democratic Classroom** (\$2.75).

As indicated in the subtitle, this is "A Guide for Teachers"; it outlines suggested plans, evaluations and gives illustrations. Particularly interesting is Dr. Lindberg's comment that "It is often assumed that teachers who are attempting to work democratically in their classrooms need make no preparation outside of class. Some teachers take it for granted that to do so would be to admit that they are attempting to thrust a predetermined curriculum upon the children. . . ."

"Such a point of view ignores the fact that the democratic process is learned. . . . Even if they came to school already knowing how to work together democratically the teacher still must do the planning and make much preparation."

Along these lines, the author devotes her concluding chapter to the development of the teacher who should have a thorough knowledge of the children, the community, personal records and would do well to talk things over with her students' former teachers.

NATIONAL INTEREST AND FOREIGN LANGUAGES. By William R. Parker. Washington: GPO; 132 pp.; 45c.

This preliminary edition was initiated by the U. S. National Commission for UNESCO. Briefly and clearly it summarizes the need for greater world understanding, and how the knowledge of foreign languages can contribute to this goal.

The classical languages are deliberately (and reluctantly) omitted from this booklet which ought to provide a wealth of ammunition for advocates of foreign language study.

Here's the Team that helps keep America on the move!



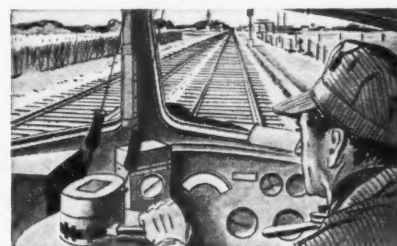
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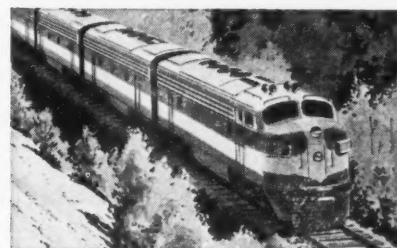
Captain of the team is the conductor. He is in charge of the whole train. He collects the tickets from the passengers, handles the train's bookkeeping and makes a comprehensive report on each trip. His helpers are the flagmen, the brakemen, train baggage-men, porters and other train personnel.



Long-distance trains have a dining car steward together with a crew of cooks and waiters. Each Pullman car has its own porter and all of them are responsible to the Pullman conductor. All these people, each doing his part, help make your trip on the train comfortable and safe.



Up ahead on the locomotive are the engineer and fireman—ever alert to the myriad signals. The engineer's hand on the throttle governs the train's speed and with another lever he controls the air brakes. The fireman helps check everything about the locomotive and assists the engineer in other ways.



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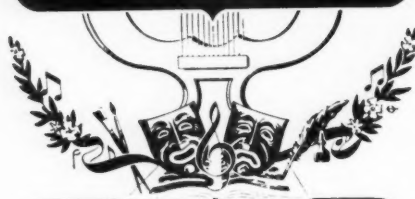
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Further information on the subjects discussed in this monthly department may be addressed direct to Mr. Patton, Audio-Visual Director, Santa Clara County Schools, 2320 Moorpark Ave., San Jose 20.

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A CAREFULLY designed audio-visual center located in the school building can serve a useful educational purpose. Fremont high school in Sunnyvale, opening this fall, has such an efficient center. The architect incorporated in the plans a room 17 by 19 feet, adequately fitted with storage cabinets and counters.

Features include accessibility both to delivery trucks and to teachers, planned storage for equipment, films, and materials. There is a checking counter, a work bulletin board, and a repair area, as well as room for small conferences.

Those districts having an active audio-visual program will find such an audio-visual center both efficient and economical of time and effort.

TWO NOTEWORTHY BOOKS

AUDIO-VISUAL METHODS OF TEACHING (Revised) by Edgar Dale, Dryden Press Inc., New York 19, N. Y., \$6.25.

The "what, why, and how book of audio-visual education" has been revised. New subjects added in this edition include "Color as an aid in teaching," "Educational Television," "Planning, Organizing, and Evaluating," "Human Relations in Education," and "The Humanities."

The 400 illustrations will increase its value and interest for persons working in the field. Reference material at the close of each chapter includes motion pictures, filmstrips, records, and other pertinent audio-visual materials.

THE AUDIO-VISUAL READER by James S. Kinder, F. Dean McClusky; Wm. C. Brown Publishing Co., 915 Main Street, Dubuque, Iowa, \$5.75.

A selection of 200 articles by outstanding authorities, covering the philosophy and theory of audio-visual instruction, materials and their use, administration, research, and utilization. Careful planning and good organization of contents increase the value of this volume for all levels of teaching.

PREVIEWED FILMS

PETER AND THE WHIFFLE-HOUND. Film: 10 min., color, Primary Safety and Traffic Rules, free, Liberty Mutual Insurance Co., 175 Berkeley St., Boston 17, Mass.

Safety, the whiffle-hound, protects Peter from Danger, the villain, who tries to get him to break safety rules such as crossing in the middle of the block, chasing a ball in the street and infraction of other simple safety rules. Peter, after his narrow escapes, learns his lesson of not taking chances, and Danger, the villain, is defeated.

* * *

DECISION FOR CHEMISTRY. Film: 40 min., black and white, High School Chemistry, free, Frank Church Films, 6117 Grove St., Oakland.

There is scarcely a minute in our lives not made safe and comfortable through chemistry. The place of chemistry in the modern world and chemistry as a vocation are behind the varying scenes of the pictures. The development of the chemist of today comes from the small boy who wanted to know "why"? (It would be a good introduction to a course in chemistry.) A number of problems that have been solved through chemistry are described.

* * *

DEAR NANCY. Film: 30 min., color, Social Studies, Intermediate, Jr. High, Sr. High, free, Association Films, Inc., 351 Turk St., San Francisco.

Life in early New England. Josiah Hawkins was born on a small New England farm in 1785. The conditions under which he was reared in his childhood are shown. This includes the growing of crops through the spring and summer, followed by the fall corn husking and Thanksgiving. Winter brought snow and inside tasks. Followed by an evening around the fire. It was a simple life but full of variety and meaning.

* * *

THE BOTTS STORY. Film: 20 min., black and white, Sr. High, Commercial, Magazine Advertising, free, R. B. Lucy Jr., The Curtis Publishing Co., Philadelphia, Pa.

The super salesman, Alexander Botts, in his dynamic manner convinces the company's new efficiency expert that magazine advertising increases sales, is cheaper than newspaper advertising, creates a climate of confidence, and helps buyers to choose with confidence.

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For girls 12 and older. The booklet "Very Personally Yours" has helped 9 million junior and senior high school girls acquire a healthy, normal attitude toward growing into womanhood. Its good taste and clarity, its simple, straightforward presentation of accurate scientific facts, have won acclaim from educators, nurses, parents and church groups alike.

For girls 9 to 12. "You're A Young Lady Now" is written especially for younger girls. It explains menstruation as a normal part of life in simple terms they can readily understand. This booklet deals only with subjects of interest to this younger group, and helps eliminate the shock of the unknown.

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<input type="checkbox"/> Phonics 1-B	(1-2)	
<input type="checkbox"/> Beginners' Arithmetic	(1-2)	
<input type="checkbox"/> Social Studies I	(1-2)	
<input type="checkbox"/> Mother Goose Pictures	(1-2)	
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HOW ANIMALS HELP US. Film: 10 min., Primary Science, price: \$55, black and white, \$110 color, Coronet Film, Craig Movie Supply Co., 149 New Montgomery St., San Francisco.

Jimmy goes to his grandfather's farm. On the way he finds a kitten. Other animals he sees on the way and at the farm are helpful to man and he wonders what value a kitten would have. Grandfather keeps food animals and work animals on the farm. Jimmy decides the kitten would have a place on the farm as a work animal.

* * *

THE YOUNGER GENERATION. Film: 10 min., Kindergarten and Primary, color, price: \$110, McGraw Hill, 330 W. 42nd St., New York 36, N. Y.

Baby animals in the Bronx Zoo are shown as they do what they enjoy doing. Sometimes they are the same things that human babies do. About sixteen different baby animals from all parts of the world are shown. Some are common but many are among the unusual ones not even found in most zoos.

* * *

SPANISH CONQUEST IN THE NEW WORLD. Film: 18 min., Intermediate, Jr. High, Sr. High, Social Studies, color, price: 10 yr. lease \$160, Teaching Film Custodians Inc., 25 W. 43rd St., New York 18, N. Y.

Incidents are given in the conquest of Mexico by Cortez from the organization of his expedition in Cuba until his advance on Mexico City. The scenes move rapidly, giving the background and feeling of conquest.

* * *

MAJOR RELIGIONS. Film: 20 min., Sr. High, College, Adult, Social Studies, price: \$200 color, \$100 black and white, Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood 28.

The five great religions of the world are explained. The search for one God led the people of India to develop Hinduism. Out of this grew Buddhism which spread throughout most of Asia. The belief in one God led to the development of Judaism. From it came the belief that Christ was the son of God and we have the Roman Catholic Church which produced the Greek Orthodox Church and various Protestant groups. Mohammedanism arose in Arabia and spread through a large part of the Middle East.

* * *

GOLD RUSH BOY. Film: 16 min., Intermediate Social Studies, price: \$150 color, \$75 black and white, Churchill-Wexler Film Prod., 801 North Seward St., Los Angeles.

Life for a small boy in the gold rush days of 1853 is described. As a day in his life is shown, we see the animals and the country, gold panning, bread baking, the prairie wagon, the blacksmith, a Mexican boy, the jail yard, a miner packing his burro, the spelling book and the miner's cabin.



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FUR TRAPPERS WESTWARD. Film: 31 min., Intermediate, Jr. High and Sr. High Social Studies, price: \$300 color, \$160 black and white, Arthur Barr Productions, 1265 Bresee Ave., Pasadena 7.

The vanguard of white men were the fur trappers, a fearless breed of men seeking wealth and adventure. They endured hardship and toil in opening up the frontier of the nation. A historic role in documented setting produces understanding for these trail blazers who preceded the western settlers.

* * *

ONE LIFE FOR MUSIC. Film: 20 min., Jr. High and Sr. High Music, black and

white, price: \$100, Rudolph Polk, 9603 Heather Road, Beverly Hills.

The last few years of the life of Richard Strauss are shown as he directs his own compositions and receives honors for his earlier works. The film keenly portrays the feeling and music that made this composer famous. Students seeing the film will have a vivid picture and a better understanding of Richard Strauss.

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ART: DRY PAPER MODELING. Film: 17 min., Elementary and Sr. High Art, price: \$160 color, \$85 black and white, University of Oklahoma, Norman, Oklahoma.

With two rolls of newspaper, covered

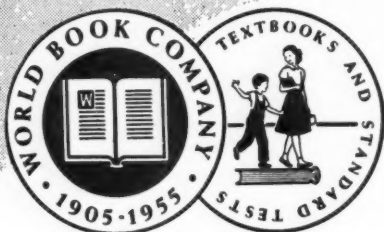
with gummed tape, other newspaper is wadded in as needed, covered with wrapping paper in strips, fastened firmly with a string, covered with pasted pieces of newspaper and finally painted with beads for eyes, etc.

The process is so thoroughly explained that with minor prompting a student will be ready to develop his own creative ideas.

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THE RIME OF THE ANCIENT MARINER. Film: 30 min., Secondary English, black and white, price: sale or rent \$60, University of Calif., University Extension, Sales Dept., Los Angeles 24.

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one catches the eerie feeling of the poem. The ship, the sea, the sailors, the albatross, and heavenly figures all float and move around in such a way as to make the poem understandable and unforgettable.

* * *

FREEDOM TO LEARN. Film: 28 min., color \$170, black and white \$75, 16 mm. sound, cleared for television, fourth of a great series produced for National Education Association; order from NEA Press and Radio Div., 1201 Sixteenth St. N.W., Washington 6, D. C.

Only a well educated citizenry can interpret and defend our American heritage and preserve our democratic ideals. To defend this heritage the youth of this country must understand the ideals of our American way of life and those of nations where people are not free. Mrs. Orin, a high school teacher, faces honestly the question of discussing controversial subjects. She shows how teaching is meant to open the minds of young people and that teachers who are restricted by fear and pressure cannot teach young people to become free men and women.

Other NEA films available from same address: "Secure the Blessings" (27 min., \$55), "What Greater Gift" (28 min., \$170 and \$75), "Skippy and the 3 Rs" (29 min., \$170 and \$75). Over 700 copies of "Skippy" were sold in the first 12 months after release, of which at least 40 are in use in California.

* * *

DANGEROUS PLAYGROUND. Film: 12 min., color, Safety, elementary, free: Southern Pacific Railroad, 65 Market St., San Francisco, or Southern Pacific Railroad, 817 Pacific Electric Bldg., Los Angeles.

Railroad tracks are no place to play. A group of children who stopped on their way home to do this are made to realize why. The friendly engineer explains the rules for safety.

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Chapter 3 deals with trimming and mounting; what to do with outsize posters and maps; and filing for easy finding.

Chapter 4 discusses permanent and temporary displays; the value of change; captions and labels; showing children's work.

Booklet gives lists of sources of art reproductions and study prints, supply houses, books by specialists for reference.

If further interested—For booklet described above SO YOU WANT TO START A PICTURE FILE write BRUCE MILLER, Box 369, Riverside, Calif. 50¢ postpaid.

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LETTERS: A version of "battle of the sexes"

Sir:

I have never considered myself a touchy person, but lately I find myself irritable after reading any article on the teaching profession. My source of discomfort lies in the gender invariably used in speaking of "the teacher."

The male ego isn't built to be able to withstand being classed among the "shes" and the "hers." Perhaps the

universal use of the feminine pronouns for members of our profession represents a major step in woman's age-old struggle for equality. Perhaps there is a plot to rectify a wrong done the ladies in the general rule that the masculine gender be used to include both sexes.

Then again, the choice may be based upon irrefutable logic. It is possible

that in view of the salaries paid the profession, it is believed that no man, the head of a family, could subsist on such earnings. While even Aristotle could not be criticized for pursuing such a thesis, it does not fit the facts of the situation.

Leaving out the fanciful explanations, though, it seems likely that this is just another example of slowness in recognizing changed conditions. As Charles and Mary Beard have pointed out, public instruction in America was pioneered by the "schoolmarm" keeping school in the nostalgic one-room house.

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September.....The Story of Flight
October.....The Meaning of Elections
November.....Louis Pasteur
December.....The Star Spangled Banner
January.....1954 In Review
February.....Alaska
March.....Life In The Circus
April.....The Cave Man
May.....Summer Fun and Safety

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While this phase in America's educational history was a vital one, there are few who regret that it is all but gone from our scene.

While that day has gone, the image that it produced remains a stereotype in our minds. The term "teacher" tends to recall the picture of a grim and devoted spinster. She has become the symbol of elementary education at least throughout our nation.

As is usually the case with stereotyped impressions, this symbol bears little relation to contemporary reality. It is not necessary to go into the reasons, but it is a fact that there is a growing number of men being called into the field of elementary education, especially in the upper and intermediate grades. Teaching is a vocation worthy of man. Neither sex seems to possess any particular advantage in the profession, but the social climate of any school seems to be better if both are represented on the faculty as well as in the student body.

Rod Rasmussen
English Teacher, Dunsmuir
Elementary School

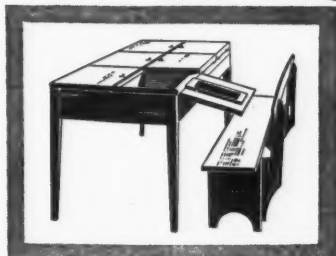
Sir:

Many men resent the use of the feminine "she" when the reference is to the teacher. Women know of and accept, I believe, the generic use of the pronoun "he" and would, I imagine, be willing to accept it. Certainly that little pronoun "she" makes some men wonder if they chose the right profession.

Stanley L. Sharp
Chairman, Dept. of Language
Arts, College of San Mateo

Editor's Note: Statistically, you lose, Readers Rasmussen and Sharp. A 1949 tabulation (the latest we can lay hands on) shows that out of 51,245 full-time teachers in California, 38,118 or 74.4 percent were women and 13,127 or 25.6 percent were men. So you are outnumbered three to one, even if we are to assume a slight change in percentages in recent years. Noah Webster puts in second place: "HE: anyone; the man or person; used indefinitely and usually followed by a defining relative-pronoun clause (i.e. He who will may believe)". On this basis, we sympathetically agree with your contention; in CTA Journal we normally cut the "shes" down to "hes" but sometimes we let a feminist accent creep in. While we may have lost statiscally, Webster says we have the upper hand grammatically and in legal phraseology. But we admit this is small solace when careless usage forces a he-man into an uncomfortable category.

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SCF *to the rescue*

California educators support humanitarian work of Save the Children Federation

THE tow-haired boy of the Tennessee hill-country was able to go to school because he wore clean, well-patched overalls and a warm wool sweater which kind friends had sent him.

A Korean girl improved her classroom work with books, pencils, and writing tablets, precious learning aids made possible by friends she had never seen.

Around the world countless thousands of children who are ill-fed, inadequately clothed, and poorly educated are receiving aid and encouragement from generous Americans. One of the

largest non-profit package-sending relief agencies is CARE (Co-operative for American Remittances to Europe, Inc.). Others include American-Korean Foundation and many well-intentioned emergency relief drives. The only agency created solely for the rehabilitation of children here at home and in the countries overseas—and to improve their educational and cultural opportunities—is the Save the Children Federation.

Bundle Day Sponsor

California teachers know Save the Children Federation best as a sponsor

of an annual clothing drive among school children. Last fall's collection netted 232,000 pounds of clean, usable clothing. It was processed and shipped by SCF to distribution points in underprivileged areas of the U. S. or nine foreign countries.

Since its founding in 1932, the national SCF has distributed over nine million pounds of clothing, 125,000 school desks, approximately a million library books, and school supplies in areas where schools lacked the essentials for learning. Overseas, the Federation has distributed free over six million pounds of clothing and 200 tons of food, seeds, garden tools and school supplies.

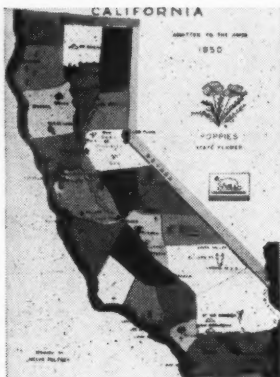
To Protect Education

The hundreds of teachers, principals, and superintendents who have joined in the humanitarian work of SCF have been impressed by the Federation's emphasis on education, the basic concept that children can be best protected if their schooling remains adequate and uninterrupted.

The sociological approach of SCF in neglected rural areas of a number of

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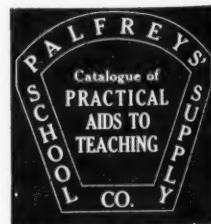
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Southern states and on the Navajo Indian Reservation is the encouragement of local self-help. Almost invariably, when a teacher requests SCF help, parents provide work or other contributions while SCF offers materials not otherwise available. When the local district or tax-supported agency is unable to provide financial support, SCF arranges for transfer of supplies or equipment. Obsolete surplus desks from a relatively rich district in another favored section of the country often prove to be infinitely better than the rough-hewn benches in a backwoods log-cabin schoolhouse.

School Men Organize

Dr. John R. Voris, founder and president emeritus of the national Federation, came to California less than three years ago to retire after twenty years as the executive leader of the national organization. Instead of taking it easy, he became California SCF

Director. A year ago, noting the growing interest of educators, he organized a school superintendents' council and Dr. H. Fred Heisner, Redlands Superintendent, became chairman of the executive committee.

Forty-three superintendents are members of the council and nearly all of them are CTA members. CTA staff is represented on the executive board of the council by Arthur F. Corey, J. Wilson McKenney, and Lionel De Silva. CTA President Robert Gillingham has indicated his full co-operation.

For several years there has been a national advisory committee of prominent school superintendents sponsoring the nationwide SCF drive for clothing under the name of "SCF Children's Clothing Crusade." Until his death, Dr. Howard Pillsbury was chairman of this group. The present chairman is Dr. Willard E. Givens, former executive secretary of the NEA.

California is represented on the committee by four school men. The Federation has had the co-operation of an NEA Staff Committee chaired by Dr. Howard Dawson of the Rural Education Department.

The State organization is headed by Honorary Chairman Robert Gordon Sproul, President of the University of California. State chairman is George Mardikian, proprietor of the famous Omar Khayyam's Restaurant in San Francisco and a successful American businessman who had been a poor Armenian boy when Voris found him and told him about America.

Heisner has served for several years as chairman of the Southern California Executive Committee. Chairman of the Northern California Executive Committee is Dr. Watt A. Long, assistant superintendent of San Francisco schools. Voris meets monthly with each committee.



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Many of the county chairmen and leaders of SCF work on service clubs and civic groups are CTA members.

Drive Dates Set

November 17-19 has been announced as the recommended California dates for this year's Bundle Day Drive. San Francisco has set 50,000 pounds of clothing as its goal. The state objective this year will be 400,000 pounds or more than a half-million clothing items. About half will go to neglected areas of the U. S.; the other half will go overseas, a large part to the children of Korea.

In addition to one and one-half million dollars worth of clothing, the national SCF office, located at United Nations Plaza, New York 17, acknowledged 1953 cash income of \$1,415,316, a large part of which was contributed as school sponsorships. Californians contributed \$23,827 for sponsored overseas schools and \$37,750 for domestic schools during the year ending in June.

At \$150 a year, payable monthly or quarterly if preferred, an individual club or student organization can "sponsor" a school in Austria, Finland, France, Western Germany, Greece, Italy, Lebanon, or Korea. This small

amount will provide a school of approximately 30 pupils with supplementary educational aids, a tool chest and sewing materials for handicrafts and some recreational equipment. Reconditioned clothing may also be provided when needed. Recipient schools are chosen only after a thorough study has been made of local problems and resources.

Seven individual Californians, one PTA unit, one honor society, and three high schools each sponsor a school at present. In addition, 92 Navajo children are sponsored by Californians, as well as 20 Navajo schools. In the Southern Mountain states, 46 schools are sponsored by people living in California. The high schools now having sponsorship projects are Watsonville, Morningside at Inglewood, and San Jose. The Centinella Valley school area gave \$500 recently for Navajo health work.

Individual child sponsorships, costing \$120 a year for the countries named, can also be administered by SCF. In many cases, California donors have established contact by correspondence with the child named, leading to gratifying personal relationships. Baby sponsorships, which include de-

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livery of layettes and three additional gift packages, cost \$60 a year and are arranged in seven countries. There is also a \$10 layette program.

For descriptive literature regarding the organization and function of Save the Children Federation in California, write Dr. John R. Voris, 5316 Sunset Boulevard, Hollywood 27, or 268 Market St., San Francisco. J.W.M.

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for the Asking*

Advertisers in CTA Journal offer you the new ideas in equipment, supplies, books and general teaching aids. Watch for these offerings regularly. Order at once, so that you will be certain of getting what you want before it is out of print. If you write directly to the advertiser, material will reach you more promptly. For ease in ordering several items, use the coupon below.

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3. **Creative Crafts with Crayola**—A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adapt for her own classes. (Binney & Smith Company.)

4. **New Aids to Help Teach Menstrual Hygiene**—Indicate quantity desired of each number. (Personal Products Corporation.)

1. **Growing Up and Liking It**. A booklet for teen-age girls.

2. **Sally and Mary and Kate Wondered**. A booklet for pre-adolescent girls.

3. **It's So Much Easier When You Know**. A booklet for fully matured girls.

4. **Educational Portfolio on Menstrual Hygiene**. A complete teaching kit.

5. **How Shall I Tell My Daughter?** A booklet for mothers.

6. A free preview of the new film "Molly Grows Up."

5-6. **You're a Young Lady Now** and **Very Personally Yours** are two free booklets on menstruation for different age groups. Indicate number desired or classroom distribution. (International Cellucotton Products Corporation.)

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17. **Sample Copy of September issue of Children's Activities magazine**. Contains stories on science, history, and other school subjects, handicraft projects, book and record reviews. Available to teachers of primary and up to grade 5. (Children's Activities.)

27. **Teachers Manual for the 27th Annual Standard School Broadcast Course**, "The Science and Drama of Music." The

Manual is intended as a guide to educators wishing to develop original projects correlated with regular classroom listening. A single copy is available to teachers in the seven Western states and the territories of Hawaii and Alaska on request.

28. **Catalog**. Palfrey's catalog of practical aids to teaching. Enclose 15c for handling and mailing. (Palfrey's School Supply.)

29. **Catalog**. "Tools of Teaching," 1954 edition. Lists educational toys, games, books. 25c. (School Service Company.)

30. **Sample Copy, Picture Progress**. A new educational comic-type magazine designed for the elementary grades to integrate the social studies, science and language arts areas of curriculum. Prepared under the supervision of qualified educators. (Gilberton Company, Inc.)

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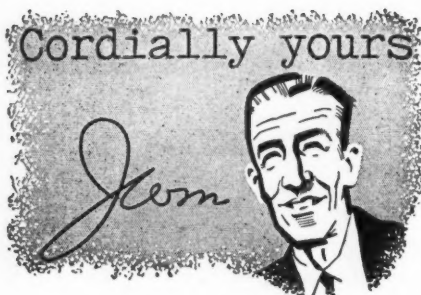
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OUR packs lying beside us, we talked of many things as we rested beside the John Muir Trail. He was a pre-legal university student whose mother was an elementary teacher. He liked to think of himself as a liberal with a conservative background.

"Teachers are afraid to be interested in politics and they dare not express an opinion," he stated. "My mother wanted a book titled 'The Story of Russia' in her school library. The principal, a man she liked and respected, suggested that the request be dropped 'because a parent or board member might not agree that the book was safe or acceptable.' That seems to me to be a suppression of a teacher's considered opinion and a denial of important teaching for young students."

Was the book actually subversive? Had it been denied a place on the recommended supplementary lists? Had a recognized review board warned against this book or its author? These are some of the questions I put to the young man. He had no information, but recalled only a resentment over what he considered a weak-willed submission to popular pressures, real or imagined.

At campfire that evening, I turned to a staff colleague and asked him "How general is the teachers' fear of reprisal in stating an opinion on matters concerning citizenship?"

He pointed out that the social science teachers would be most vulnerable, that in his observation teachers had not been singled out as a professional group needing special surveillance. But he acknowledged that there was much unwarranted public concern over Communist indoctrination in the public schools. Some of the difficulty, he added, lies in a lack of clear definition of just what democracy is and how it differs from communism. In the matter of textbooks and supplementary reading, there is wide variance in public opinion on what is harmful doctrine.

Consequently, some teachers fear to speak the word Russia, let alone to discuss the political and economic life of the Russians.

It seems unfortunate, educationally, that teachers should choose to ignore—in the classroom—the motives, resources, and potentialities of a people as large and powerful as the Russians. Few teachers would dare to agree publicly with the speaker who warned that the best defense of democracy lay in describing and discussing in full the elements of communism.

But there are some things we can do to resolve this blind spot. We can continue, as a profession, to single out and reject those rare misguided individuals who teach communist doctrine. We must be certain, of course, that a teacher so charged is not actually a staunch Republican who entertains an interest in Sweden's cooperatives or a Legionnaire who thinks that Red China should be a member of the United Nations. Evidence of subversive teaching should be conclusive before punitive action becomes necessary.

Textbook publishers, naturally wary of controversial books which would prove unprofitable, are eager to meet the demands of education and still the thin-skinned critics. They normally seek assurance of acceptability before investing in an expensive production.

The teacher, as a citizen, has responsibilities others do not bear.

State and national teacher associations might perform a useful service by naming review boards which, in cooperation with citizen groups and publishers, could set up lists of social science books—both texts and supplementary—which would roughly fall into categories of recommended, safe but inadequate, acceptable with reservation, or openly harmful. Even this much tampering with freedom of choice will be frowned on by many. But it may provide the kind of security a reader feels who subscribes to a book club because an eminent board of judges decides this is just the book he should read this month.

A teacher, as a public employee, has responsibilities not imposed upon the minister, the baker, or the garage mechanic. If, for reasons not clear to himself, he enjoys biting the hand which feeds him, he should find an employer not dependent on his opinions. But the teacher is also a citizen, peculiarly responsive to a modernized philosophy of manifest destiny for the United States of America. He sees his students, not as chattels of the state to be blinded and bound, but as free thinking individuals, flexing their intellectual muscles and thriving on the promise of strength, ingenuity and enterprise rewarded.

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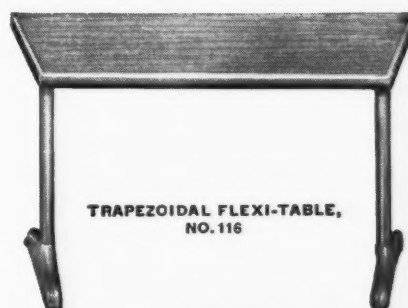
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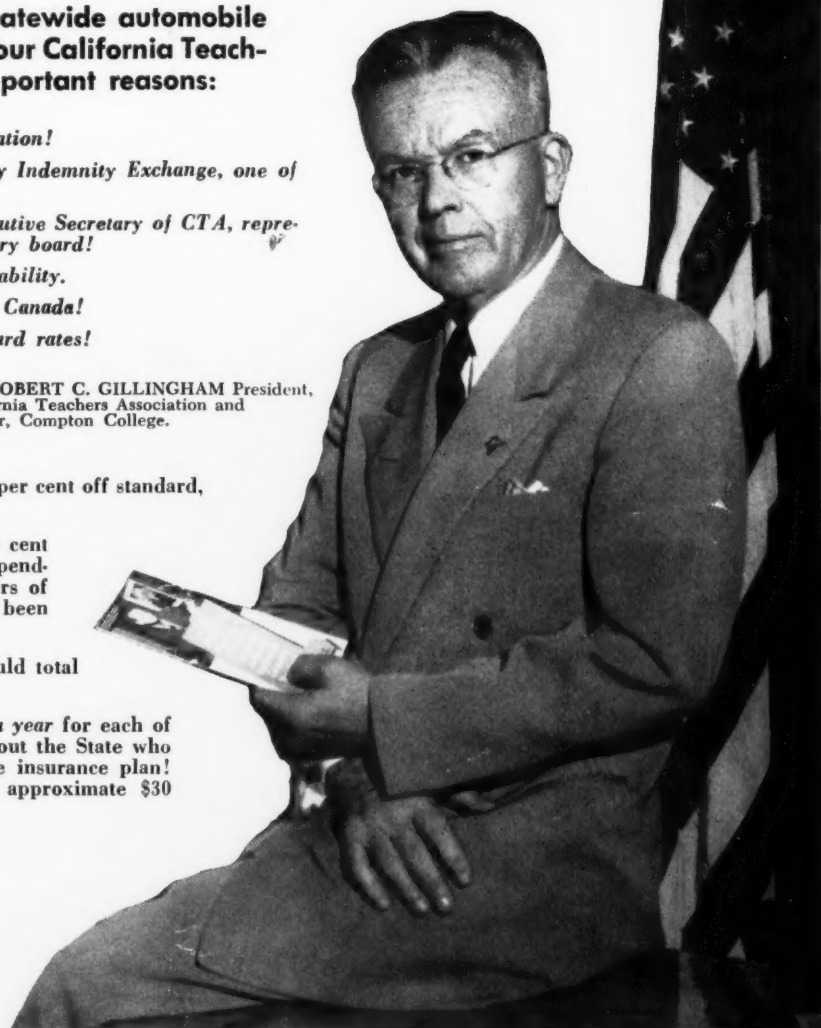
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